

SAMPLE UNIT TESTS IN HISTORY

64

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विद्यया ऽ मृतमश्नुते



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NCERT

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Foreword

In the traditional scheme almost complete and unconditional reliance was placed on summative evaluation and the results of such examinations were mainly used for purposes of grading, classification and certification.

The concept and approach of formative evaluation, however, envisages examinations as a means of improving achievement rather than merely assessing it. This purpose can be served if evaluation is comprehensive rather than segmental and continuous rather than periodical. These ideals, however, often evade realisation for want of appropriate evaluation material.

The present venture is aimed at placing in the hands of the teachers a set of unit tests in history which can be used by them as end-of-the-topic tests.

They can also develop similar tests on other topics. As the duration of these tests ranges from 30 to 40 minutes, no special time-table adjustment will be necessary. Furthermore, the results of these tests can as well be used by teachers for purposes of diagnosis and remedial/enrichment instruction.

I congratulate Prof. H.S. Srivastava, Head, Examination Reform Unit and Shri Qamar Uddin, Lecturer, Examination Reform Unit, for their thoughtfulness in initiating this project. I would also like to record here my appreciation of all those who have contributed to the development of this publication.

It is my hope that these unit tests will be used by teachers to improve teaching and learning rather than increase the burden and anxiety of pupils and parents.

New Delhi
September 1978

SHIB K. MITRA
Director
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Research and Training

Preface

In the context of the new roles assumed by education, teachers in schools will now be faced with the important task of evaluating the new curriculum and finding out how far the objectives set forth have been achieved in the classroom. They would also be required to know through the evaluation tools and procedures, pressed into service, about the areas where instruction may have failed and where it may need change. Similarly, pupils should also know clearly what they have learnt and how well they have done so. Through such feedback pupils could be motivated to master the subject which is taught and the teachers may be able to develop the learning strategies better for helping pupils acquire the desired abilities, proficiencies and qualities.

It is to attain this purpose that the present brochure entitled *Sample Unit Tests in History* has been developed. Apart from an introduction to unit tests, their purpose, and the approach to their preparation, a series of 26 tests have been included in the brochure. These tests broadly cover the representative Units of the curriculum of Classes IX and X. They can be used as end-of-the-topic tests. Each test is by and large a balanced one and is supported by a

blueprint and a marking scheme as well as a question-wise analysis. The instructional objectives of history at the secondary stage have also been incorporated in the brochure.

It is suggested that unit tests be used by teachers for diagnosing the strengths and weaknesses of students and for helping students reach their optimum level of achievement in the various subjects of study and not as a substitute for formal examinations.

I am grateful to Sarvashri P.B.L. Agnihotri, V.K. Arora, P.S. Khare, S.D. Mehta, S.A. Naqvi, and Dr. R.P. Shah and Dr. G.C. Verma, individually and as a team, for preparing the first draft of the brochure.

I also congratulate Sh. Qamar Uddin, Lecturer in the Examination Reform Unit for bringing the brochure to its present form and for playing a leader's role in the project.

I am confident that the material contained in the brochure will be found useful. Suggestions, comments and observations for further development of the material are earnestly solicited and will be thankfully received.

New Delhi
July 1977

H.S. SRIVASTAVA
Professor and Head
Examination Reform Unit

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CHAPTER I

The Unit Test—Its Planning and Use

What is a unit test ?

A unit of study may be understood as a block of closely related subject-matter which can conveniently be overviewed by the learner. The size of a Unit will vary from one age-group to the other, depending upon the mental maturity of the learner and the depth at which a particular study is being undertaken. The dimensions of a unit do, however, vary from stage to stage, and even from class to class, e.g., while teaching history, "The Mughal Emperors in India" may be a unit of study at the lower elementary stage spread over a period of a week or so, but at the secondary stage the topic "Akbar the Great" may by itself constitute a unit of study spread over a duration of nearly 10 days. At the college stage, however, "The Mansabdari System" of Akbar may itself be taken up as a separate unit of study.

The central idea around which a unit of study is developed may either come from the subject content, or broad-field content, or even from pupils' own interests or experiences. Commonly, the salient topics or themes drawn from a subject area or prescribed syllabi become the basis of the Units of Study. A number of units of study constitute a course of

study and with other elements, the curriculum. The various aspects of a unit of study are also needed to be evaluated. Normally a formal test is held at the end of a course of study, or a major part thereof, to ascertain the progress made, particularly with a view to grading and certifying the student achievement. In between these terminal or semi-terminal points lies the stage of completing units of study. It is necessary, therefore, to test the progress of learning at each such stage, mainly with a view to finding out, whether a certain piece of learning has really gone into before embarking upon the next. It thus requires a sort of informal testing which purports to ascertain whether the minimum expected level of attainment is reached for all students, and more particularly in respect of pupils whose weaknesses in learning may further be carefully diagnosed and remedied.

Hence, a unit test is essentially a pedagogy-oriented concept as distinct from the course test in which case the measurement value is accorded particular consideration. A unit test could consist of only one type of questions, (essay, or short answer or objective), or it may have a combination of more than one form. The length of the unit test depends upon the scope

of the unit itself and the time allotted may, in the same way, vary from half an hour to one hour or more. A unit test may, therefore be said to have the following characteristics.

- (a) It is basically an informal test, but can be used as a formal device too, after taking proper precautions
- (b) It is based on a small block of content that is concise, coherent and well integrated.
- (c) It comes naturally after the conclusion of a teaching learning programme without any formal time for preparation
- (d) There is greater flexibility regarding testing devices to be employed than in the case of course tests.
- (e) The evidence obtained through the results of unit tests is to be used immediately for feedback leading to improvement of learning, modification in teaching and remedial work for optimum pupil growth.

Difference between a unit test and a test given at annual examination

In what respects are then, these tests different from the tests usually set at annual or public examination? All the steps which are necessary to be observed for the preparation of a good question paper should be taken into account, while preparing unit test or a teacher-made test for classroom use for testing small units of content and/or specific mental processes. But it has to be noted that these tests have the following special features, which ought to be kept in mind while preparing and using them.

- I. Limited course content. The units selected for such tests are usually small and can be very well covered through small tests.
- II. Time: The time allocated for such tests is usually one class period (30 to 40 minutes) so that a subject teacher can use them without disturbing the school work, or any elaborate time table adjustments which dislocate the normal routine.
- III. Marks: Maximum marks for such tests may be 15 to 25.
- IV. Sampling of objective: The teacher has full freedom to select the objectives that he would like to test provided he ensures to create the

teaching-learning situations capable of yielding outcomes, signifying the achievement of objective on the part of the pupils in appropriate proportion

- V. Form of questions. The teacher may use any form of questions that he considers suitable. There is a lot of flexibility. Even true-false type questions which are not suitable for public examination can be used for such tests without any risk

Keeping these freedoms and limitations in mind, if teachers prepare and use unit tests, they will serve as a great motivating force both for pupils and for the teachers alike

How should a unit test be planned ?

The planning and preparation of a unit test involves almost all those points that can be recommended for setting an improved type of question paper, such as :

- (a) drawing up a design of the test constituting weightage to objectives, areas of content (sub-topics), form of questions as also the pattern of options and scheme of sections,
- (b) developing a blueprint (the dimensional chart) indicating the location of each question in respect of the objective tested by it, the content covered by it, the form of the question, and the marks earned by it;
- (c) framing of question items;
- (d) assembling and editing the test;
- (e) preparing a scoring (key for objective type items) and marking scheme (for short answer and essay items); and
- (f) undertaking question-wise analysis.

A formal question-wise analysis of a unit test may not always be necessary, if the teacher is able to ensure himself by mere inspection of test items that the test is in full agreement with the blueprint. However, it is always better to undertake the analysis. It helps the use of the tests at a later date too. It may form a part of a school or class test-library, where by looking at the question-wise analysis and the blueprint, any other teacher or the same teacher, after a lapse of time, will be able to know what is really contained in a particular test.

A unit test serves the dual purpose of measuring achievement as well as elevating achievement through improving instruction and consequently learning. Thus unit tests contribute to the improvement of teaching and learning in a variety of ways. It can guide teaching by furnishing diagnosis of specific strength and weakness in pupils' achievements. Special attention can be paid to the pupils who do not come upto the mark. They can be given a systematic comprehensive remedial instruction in those aspects in which they have shown inadequate achievement. Such poor pupils can be classified into groups with similar deficiencies, inadequacies, errors or failures, and instruction can be provided keeping in view their common learning needs. In the same way students can be taught individually to remove their individual difficulties. The teachers can also modify and improve their own teaching techniques and devices with the help of different teaching material. The teacher can also modify and improve their own teaching material. The teacher should do this immediately after the test, through discussion on the errors committed during the test. Thus, alongwith the improvement of instruction, the unit test can be put to the following uses :

(i) **Ascertaining the effectiveness of teaching and learning**

It should be administered and scored immediately following the teaching of a unit of study as a *mastery test*.

(ii) **Finding out strengths and weakness of individual learner**

The position of the pupil in the class may be considered. Scripts may be analysed and main difficulties and hard spots in learning may thus be identified. Subsequently remedial work may be planned accordingly.

(iii) **Assessing the progress of learning**

The evidence about the attainment so obtained will provide a clue as to how the class or an individual learner is progressing

(iv) **Guiding the teacher in planning his instruction**

The teaching of a subsequent unit depends to a great extent on the learning earlier gone into. An idea about it is likely to help the

teacher in planning or modifying his proposed instructional plans in many ways.

(v) **Motivating the learner**

A test is a challenging task and hence it is likely to serve as a good incentive. Since the unit test is informal, it can be taken with a healthy spirit, too. Such tests come up frequently and necessarily after a unit. This will induce the student to be regular in study and distribute his effort appropriately over the school year.

(vi) **Self-evaluating devices**

If need be, a unit test can be given to students to try it on themselves. Since it contains scoring key and marking scheme, they can check their responses against them. There can be a number of units on the same topic. The teacher may pass on some of them to students for such a trial. Because the unit test helps in evaluating the pupils at periodic intervals, where changes are identified and remedial exercises given, the unit tests help in recording these changes periodically leading to continuous evaluation of the pupils.

(vii) **Using as home assignments**

A part or whole of the unit test can be set as home assignment, too. As such the unit tests serve as ready material with the teacher.

(viii) **Using for remedial exercises**

A unit test is a carefully developed teacher-made test. It is objective-based and its potential is known. It can be adapted or some of its material be utilised for drawing up systematic remedial exercises.

(ix) **Using as teaching device**

Questions are the basic tools in teaching. They are used variously, e.g. take-off problem, task or basic problems, pre-test, introductory device, review, development of themes, and the like. The Unit test contains well chosen questions from which teachers may select as and when the need arises. Framing of questions pre-supposes a fair degree of achievement in the subject matter concerned.

It may be a very fruitful exercise to invite questions from students along with outline answers. These may be taken up for discussion and comment in the class. There are, thus, many ways of how questions and their collection in the form of unit test can be used as teaching devices

(x) Making evaluation continuous

Unit tests when used periodically after each unit make continuous and comprehensive evaluation possible.

How can unit tests be developed and collected

1. *Orientation of teachers.* The teacher should be given initial training. A few of them may be given training at the State or district level, who may in turn train their colleagues in the concept and techniques of evaluation and their application to the construction of Unit Tests/Full Tests.
2. *Organisation in the school.* An evaluation cell consisting of some specially trained teachers may be created, which may look after the development of a school test library
3. *Cooperative effort* It may be a little too much for an individual teacher to develop a comprehensive pool of unit tests or other test material. The pool should grow in course of time to which contributions should flow in from various teachers. These should consist of both framing of original tests, as also collection of tests from various sources.
4. *Multiplication of test* After a unit test has been finalised, it will be necessary to get sufficient copies of it for class-room use. Various devices may be employed for the purpose, e.g. mimeographing, protection devices, etc.
5. *Cataloguing and preservation.* The test should be properly classified for obvious reasons.
6. *Review and refinement of test.* The tests prepared and collected are likely to become out-of-date in the light of changes in the curriculum. It will, therefore, be necessary to review and refine them from time to time.

CHAPTER II

Instructional Objective of History at Secondary School Stage

1.0 Objective

The pupil acquires KNOWLEDGE of terms, concepts, facts, events, symbols, ideas, problems, trends, personalities, chronology and generalisations etc. related to the study of History.

Specifications

The pupil

- 1.1 recalls facts, terms, concepts, events etc
- 1.2 recognises facts, terms, concepts, events, etc
- 1.3 shows information on maps, charts, diagrams, etc.
- 1.4 reads information presented in various forms.

2.0 Objective

The pupil develops understanding of terms, facts, principles, events, trends, etc. related to the study of history.

Specifications

The pupil

- 2.1 classifies facts, events, terms and concepts, etc
- 2.2 compares and contrasts the events, trends and concepts, etc.
- 2.3 illustrates events, trends, etc. by citing examples.
- 2.4 discriminates between the significant and insignificant, important and less important causes, effects, events etc.
- 2.5 identifies relationship between causes and effects, means and ends etc.
- 2.6 arranges facts, trends etc., in a particular known order
- 2.7 detects errors in the statement and rectifies it.
- 2.8 summarises
- 2.9 interprets the maps, charts, etc. and extracts from the sources of history.

3.0 Objective

The pupil develops the ability of critical and logical thinkings

Specifications

The pupil

- 3.1 identifies the problem
- 3.2 analyses the problem
- 3.3 interprets with implications
- 3.4 sets up a hypothesis
- 3.5 selects relevant facts, principles, etc
- 3.6 establishes relationship
- 3.7 advances arguments in support of the contention
- 3.8 draws inferences and generalisations
- 3.9 verifies the inferences
- 3.10 predicts
- 3.11 evaluates

4.0 Skills

The pupil develops practical skills helpful in the study and understanding of historical phenomena.

Specifications

The pupil

- 4.1 draws historical maps, charts, diagrams, etc.
- 4.2 prepares models, tools etc.

5.0 Interests

The pupil develops interests in the study of history.

Specifications

The pupil

- 5.1 collects coins and other historical materials.

- 5.2 prepares illustrative material aids.

- 5.3 participates in historical dramas and mock sessions of historical events.

- 5.4 visits places of historical interests, archaeological sites, museums and archives.

- 5.5 reads historical documents, maps and charts

- 5.6 plays active roles in the activities of the history association

- 5.7 writes articles on historical and other related topics

6.0 Attitudes

The pupil develops healthy social attitudes.

Specifications

The pupil

- 6.1 possesses the sense of patriotism.
- 6.2 shows respect towards other peoples' opinions, ideas, beliefs and ways of life.
- 6.3 reads about other faiths and religions.
- 6.4 establishes friendship with pupils of other communities and faiths.
- 6.5 practises the spirit of noble ideals.
- 6.6 cooperates with others in social and civics activities.
- 6.7 appreciates cultural variations.
- 6.8 appreciates the contributions made by various civilizations.
- 6.9 appreciates the interdependence of nations and peoples.
- 6.10 appreciates the need for settling disputes among nations in a peaceful manner through world organisations like the UNO.
- 6.11 believes in the equality of man, irrespective of caste, creed, religion and colour.

•

CHAPTER III

Unit Tests

A. Ancient Civilisations

•

Unit 1 : The Indus-Valley Civilisation
Maximum Marks : 27

Class : IX
Time : 30 mts.

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1. Sources of Information		2(1)				2(1)		1(1)							5
2. Location of the Indus Valley civilisation		2(1)		1(1)		2(1)						1(1)		3(1)	6
3. Social and cultural life		2(1)		2(2)				1(1)		4(2)					10
4. Trade								2(4)							4
5. Destruction of the civilisation										2(1)					2
Sub Total		6		3		4		4		6		1		3	27
Total		9				8				7				3	27

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary

Essay (E)
Short Answer (SA)
Very Short Answer (VSA)
Objective (O)

No. Nil
No. 9
No. Nil
No. 10

Marks : Nil
Marks : 19
Marks : Nil
Marks : 8

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

The Indus-Valley Civilisation

Max. Marks : 27

Class : IX

Time : 40 minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory
 - II. Marks carried by each question are indicated against it.
 - III. In each of the questions 1 to 5, four alternatives A, B, C and D are given out of which one is correct or best. To answer these write the letter, indicating the serial letter of the correct response along with the number of the question.
 - IV. Answers to questions 14 to 22 may be limited to 50 words each.
 - V. Answers have to be written on the answer book provided
1. A majority of the people of the Indus Valley were
 - A Merchants.
 - B. Soldiers
 - C Farmers
 - D. Craftsmen. 1

2. The distinguishing feature of the Indus-Valley Civilization is
 - A. Pyramids.
 - B. The Great Bath.
 - C. Ziggurat.
 - D. Hanging Gardens. 1
3. Recent finds of the Indus Valley Civilization have been located in Gujarat at
 - A. Lothal.
 - B. Kalibanga.
 - C. Ropar.
 - D Alamgirpur. 1
4. One of the probable reasons ascribed for the absence of palatial buildings in the Indus Valley cities is
 - A. the low standard of living of the Indus Valley people
 - B the absence of class distinction in their society

- C. the absence of monarchical form of government
- D. scarcity of material in the area required for their construction 1

5.



A replica of the seals excavated in the Indus Valley region is given above. Which one of the following conclusions do you find is incorrect?

- A. This script is very similar to the Sumerian script.
- B. This seal reveals the use of script by the Indus Valley people.
- C. It shows the excellence of the art of the Indus Valley people.
- D. It shows that one of the beliefs of later Hinduism owed its origin to Indus Valley people. 1
6. We do not know as much about the Indus Valley Civilization mainly because
- A. the sites of Indus Valley Civilization have been excavated only recently.
- B. cities of the Indus Valley were destroyed by calamities like floods and invasions.
- C. Indus Valley script has not yet been deciphered.
- D. The sources of information of the Indus Valley Civilization are very inadequate 1
- The Indus Valley people had trade relations with Mesopotamia. Write 'I' if it was imported by the Indus Valley people from Mesopotamia, 'E' if it was exported by the Indus Valley people to Mesopotamia. 1
7. Cotton cloth 1/2
8. Metalware 1/2
9. Pottery 1/2
10. Pearls 1/2
11. What argument has been put forward by the scholars to justify the statement that Indus Valley Civilization was created by a foreign people? 2
12. Mention any two distinctive features of the town planning of Mohenjo-Daro. 2
13. Mention the findings which indicate direct trade relationship between the people of the Indus Valley and Mesopotamia. 2
14. What similarity do you find between the sources of information of the Indus-Valley and Mesopotamian civilisations? 2
15. In what manner can the Indus-Valley civilisation be regarded as more impressive than other contemporary River Valley civilisations? 2
16. Among various factors mentioned as the causes of the destruction and disappearance of the Indus-Valley civilisation mention any two which caused the destruction of some other contemporary civilisations as well. 2
17. It is said that the present-day Indian culture is a product of the evolutions through the ages,

- Justify the statement by citing any two examples of the influence of Indus Valley people on it. 2
18. It is said that Harappan pottery was a proof of the advanced nature of Indus Valley culture. Give any two peculiarities to justify the statement. 2
19. On the given outline map of India show
- i. the extent of the Indus Valley Civilisation.
 - ii. Mohenjo-Daro.
 - iii. Harappa.

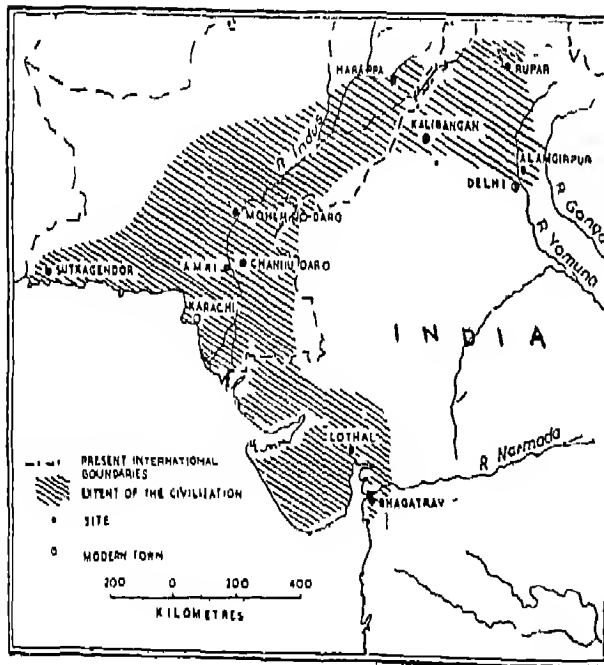
Scoring Key and Marking Scheme

Q. No.	1	2	3	4	5	6	7	8	9	10
Key	C	B	A	C	A	C	I	E	E	E

Q No.	Expected outline answer	Marks allotted to each points	Total Marks
11	The sudden development of urban civilisation in the area shows that it was created by a foreign people who already had some experience in urban culture	2	2
12.	a. Wide and straight roads	1	
	b. Adequate arrangement for drainage and sanitation	1	2
13.	a. Various objects of Harrapan culture have been uncovered in Mesopotamia.	1	
	c. In one of the Mesopotamian cities a large number of Harrapan seals have been found.	1	2
14	In both the ancient river valley civilisations the excavated cities e g Mohenjo-Daro, Harappa, Kalibanga etc. in the Indus Valley and Uruk Nippur etc. in Mesopotamia have provided, valuable information regarding the respective civilisations.	2	2
15.	It extended over a bigger area than any of the other contemporary civilisations	2	2
16	a. Floods.	1	
	b. Foreign invasion	1	2
17.	a. Worship of a deity resembling Shiva.	1	
	b. Worship of mother Goddess	1	
	c. Worship of animals and trees.	1	
	d. Sacred bathing	1	
	(Any two)		2

Q. No	Expected outline answer	Marks allotted to each point	Total Marks
18	a. It was made on wheel, a sign of advanced culture.	1	
	b. It reveals the huge achievement of Indus Valley potters.	1	
	c. Glazing and decorative designs on the pottery which reveal high artistic achievements of Harappan people	1	
	(Any two)		2

19.



Based upon Survey of India map with the permission of the Surveyor General of India

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The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of questions†	Marks allotted	Estimated time for answering	Estimated difficulty level*	Remarks
	Knowledge	Recalls	Social and cultural life	O	1	1	B	
2	Knowledge	Recognises	Location	O	1	1	B	
3.	Knowledge	Recalls	Location	O	1	1	B	
4	Understanding	Identifies	Social and cultural life	O	1	1	B	
5.	Application	Selects	Social and cultural life	O	1	1	B	
6.	Understanding	Identifies	Sources of information	O	1	1	B	
7.	Understanding	Arranges	Trade	O	$\frac{1}{2}$	$\frac{1}{2}$	B	
8	Understanding	Arranges	Trade	O	$\frac{1}{2}$	$\frac{1}{2}$	B	
9.	Understanding	Arranges	Trade	O	$\frac{1}{2}$	$\frac{1}{2}$	B	
10	Understanding	Arranges	Trade	O	$\frac{1}{2}$	$\frac{1}{2}$	B	
11.	Knowledge	Recalls	Sources of information	SA	2	2	B	
12	Knowledge	Recalls	Social and cultural life	SA	2	2	B	
13.	Knowledge	Recalls	Trade	SA	2	3	B	
14	Understanding	Compares	Sources of information	SA	2	3	B	
15.	Understanding	Compares	Location	SA	2	2	B	
16.	Application	Establishes relationship	Destruction of civilisation	SA	2	3	A	
17.	Application	Advances arguments	Social and cultural life	SA	2	2	A	
18	Application	Advances arguments	Social and cultural life	SA	2	2	A	
19.	Skill	Draws	Location	SA	3	3	B	

†E Essay
VSA Very Short Answer
SA Short Answer
O Objective

*A Difficult
B Average
C Easy

Unit 2 : The Aryan Civilisation
Maximum Marks : 25

Class : IX
Time : 40 mts.

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
Religion										4(2)					4
Social life						4(2)									4
Economic condition		2(1)													2
Impact outside India					6(1)	4(2)		5(5)							15
Sub Total		2			6	8		5		4					25
Total		2				19				4					25

Notes Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary

Essay (E)
Short Answer (SA)
Very Short Answer (VSA)
Objective (O)

No 1
No 7
No. —
No 5

Marks : 6
Marks : 14
Marks : —
Marks : 5

Scheme of Options : Nil \

Scheme of Sections : Nil

UNIT TEST

The Aryan Civilisation

Max: Marks : 25

Class : IX

Time : 40 mts.

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it.
 - III. Answers to questions 6 to 12 may be limited to 50 words each and that to question 13 to 200 words.
 - IV. Answers have to be written on the answer-book provided
-
- 1-5. Below are some evidences of the influences of the Indian culture in the countries of the South East, in Tibet and China. Write :
 - SE if it is an evidence of influence in South East Asia.
 - CH if it is an evidence of influence in China.
 - TB if it is an evidence of influence in Tibet.
 1. The merchants came to India to purchase and import spices. 1
 2. Their priests came to India to study Buddhism.
 3. They invited Indian priests to their countries to preach Buddhism. 1
 4. They named their families and cities on Indian pattern. 1
 5. They constructed their temples on the pattern of the Gupta architecture 1
 6. State two similarities in the social status of the woman in the Vedic age and of present-day India. 2
 7. 'The religion of Rig Vedic Aryans was a form of nature worship'. Give evidences to elaborate the statement. 2

- | | | | |
|--|---|--|---|
| 8. Explain any two of the occupations of the early Vedic Aryans. | 2 | settle in the islands of Indonesia | |
| 9. Give two important advantages of the caste system prevalent during the Vedic period. | 2 | 12. Why did it take years for the Buddhist priests from China to reach India ? | 2 |
| 10. Through what means and channels were India's relations with western countries established in ancient times ? | 2 | 13. In what way did the Indian culture influence the life of the people of south-eastern countries in respect of | 6 |
| | | (a) Literature. | |
| 11. Give two factors that may have motivated the ancient Indian merchants to go and | | (b) Mode of worship | |
| | | (c) Construction of temples. | |

Scoring Key and Marking Scheme

Q. No.	Expected outline answers	Marks allotted to each points	Total Marks
1.	— SE		
2.	— CH		
3.	— TB		
4.	— SE		
5.	— SE		
6.	a. Right over father's property.	1	
	b. Right to get education.	1	2
7.	All the natural phenomena were deified as gods, e.g. Sun (Mitra) was the god of light, Indira of thunder and rain; Agni of fire and Maruttash of wind.	2	2
8.	a. Agriculture : ploughing and irrigation ; main products—wheat, barley, gram, vegetables.	1	
	b. Cattle rearing : cows, bullocks, buffaloes, horses, sheep and goats were their main wealth.	1	2
	c. Crafts : chariot making, weaving, carpets, tanning, metallurgy.		
	(Any two)	1	
9.	a. Division of labour leading to economic development.	1	
	b. Creation of an atmosphere of cooperation.	1	2
10.	India's relations with western countries were established through the following agencies :		
	a. The merchants and sailors carried on trade by land and sea routes.	1	

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
	b. The kings sent their representatives to different countries for establishing cultural relations.	1	2
	c. The Buddhist missionaries went to these countries for the propagation of their religion		
	(Any two)	1	3
11.	The Indian merchants went and settled in Indonesian islands for the following reasons :		
	a. Indonesian islands were known for the spices.	1	
	b. Merchants first carried on the trade and then slowly settled due to increases in trade	1	2
12.	The Buddhist priests from China took years to reach India for the following reasons.		
	a. There were high mountains.	1	
	b. Thick forests and big water falls made it difficult for them to cross.	1	
	c. There was fear of tribal people and wild beasts	1	
	d. There were vast sandy deserts.	1	
	e. They were not acquainted with the land and the sea routes.	1	
	(Any two)		2
13.	a. Literature		
	The books were written in Sanskrit language and the spread of Sanskrit literature was felt in every walk of life. Sanskrit was also a spoken language. The script was Indian. The books were written in Sanskrit.	2	
	b. Mode of Worship		
	People used to worship Lord Shiva, Durga, Nandi and Kartikeya. The Brahmins used to perform rituals according to shastras and at the time of marriage and death religious ceremonies were performed.	2	
	c. Construction of temples		
	The temples were constructed on the pattern of Gupta architecture. In Hindu temples the paintings of Rama and Krishna are depicted. The temple of Barbudar and Shiva temple of Angarkorvat are majestic constructions covering about an area of four square miles.	2	6

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of questions†	Marks allotted	Estimated time for answering	Estimated difficulty level*	Remarks
1-5.	Understanding	Identify relevant facts	Impact outside India	O	5	5	B	
6.	Understanding	Compares	Social life	SA	2	3	B	
7.	Application	Advances arguments	Religion	SA	2	3	B	
8.	Knowledge	Recalls	Economic condition	SA	2	3	C	
9.	Understanding	Classifies facts	Social life	SA	2	3	B	
10.	Understanding	Advances arguments	Impact outside India	SA	2	3	B	
11.	Understanding	Advances arguments	Impact outside India	SA	2	3	B	
12.	Application	Establishes relationship	Religion	SA	2	3	B	
13.	Understanding	Identifies relationship	Impact outside India	SA	6	12	B	

†E *Essay*
 VSA *Very Short Answer*
 SA *Short Answer*
 O *Objective*

*A *Difficult*
 B *Average*
 C *Easy*

Unit 3 : The Mesopotamian Civilisation
Maximum Marks : 25

Class : X
Time : 40 mts.

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1. Origin		2(1)				2(1)				2(1)					4
2. Political, Social and cultural conditions		2(1)				6(3)				2(1)					10
3. Religious belief															2
4. Progress of Scientific knowledge						2(1)				2(1)		5(1)			9
Sub Total		4				10				6		5			25
Total													4(2)		

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
 * Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. Nil	Marks : Nil
Short Answer (SA)	No. 10	Marks : 20
Very Short Answer (VSA)	No. Nil	Marks : Nil
Objective (O)	No. 1	Marks : 5

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

The Mesopotamian Civilisation

Max. Marks : 25

Class : X

Time : 40 mts.

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it.
 - III. Answers to questions 2 to 11 may be limited to 50 words each
 - IV. Answers have to be written on the answer book provided
1. On the left-hand side are given three features of Mesopotamian civilisation and on the right hand side a few statements. Write the letter of each one of the features against the number of the statement related to it along with your reasons for doing so in not more than 30 words.
- | | | |
|-------------|---|---|
| A. Ziggurat | I. The Government of Mesopotamian city states always supervised the production of goods and | made rules to ensure fair dealing |
| | B. Foreign trade | II. A large number of the articles of Indus Valley have been found at Ur. |
| | C. Progress of scientific knowledge | III. We still use the sexagesimal system of counting as the basis of division of the time into minutes and seconds. |
| | | IV. The territories of a Mesopotamian city really belonged to the city god. |
| | | V. The Mesopotamians seem to have been the first to make glassware. |
2. Give two of the most important reasons why most of the earliest civilizations emerged in river valleys ?

- | | |
|---|--|
| <p>3. Give two reasons why Mesopotamia has been called the land of the fertile crescent by a number of scholars ? 2</p> <p>4. In what manner did the status of Mesopotamian King differ from that of an Egyptian King ? 2</p> <p>5. Why is Hammurabi's code of laws regarded as a great contribution to human civilisation ? Substantiate your answer with the help of two examples. 2</p> <p>6. It is said that both time and distance were conquered by the Mesopotamians. Give two examples in support of the statement. 2</p> <p>7. What motivated the Mesopotamians to devise the 'Arch' ? What other features of their archi-</p> | <p>ecture made their buildings look elegant ? 2</p> <p>8. Give the feature that distinguishes the art of writing in ancient Mesopotamia with that of ancient Egypt ? 2</p> <p>9. What consideration weighed with the people of Sumer to prompt them to bury their dead in the backyard of their houses ? 2</p> <p>10. Give the features that distinguished the Calendar invented by the Mesopotamians with that of the ancient Egyptians ? 2</p> <p>11. It is said that by 2500 B.C., Mesopotamian metal workers had developed very high technical knowledge and skill. Support the statement with the help of examples. 2</p> |
|---|--|

Scoring Key and Marking Scheme

Q No.	Expected outline answer	Marks allotted to each point	Total Marks
1.	I. B. The Mesopotamians attached great importance to foreign trade which was the basis of their prosperity.	1	
	II B. It proves that Mesopotamians had trade relations with Indus Valley people.	1	
	III C It proves the contribution of Mesopotamians to the progress of scientific knowledge.	1	5
	IV. A. It shows why Ziggurat was also an administrative centre.	1	
	V. C. It shows the progress made by the Mesopotamians in the sphere of science.	1	
2.	a. Availability of rich soil.	1	
	b. Abundant supply of water for agriculture.	1	
	c. Enrichment of soil by annual floods.	1	
	d. Production of surplus food-stuffs.	1	2
	(Any two)		
3.	a. Tigris and Euphrates form a valley in the shape of a crescent which was rich in food production.	1	
	b. The civilisations of Sumeria, Babylonia and Assyria collectively known as Mesopotamian civilisations flourished in this valley.	1	2
4.	In Summerian and Babylonian societies the king was regarded as the God's representative on earth while in Egypt, he was looked upon as a God and his statues were put in temples.	2	2
5.	a. Hammurabi's code of law was the first system of law in ancient times.	1	
	b. Covered every aspect of life.	1	
	c. Different punishments were prescribed for different classes for the same crime.	1	2
	(Any two)		

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
6.	a. Mesopotamians divided the day into 24 hrs , an hour into 60 minutes and a minute into 60 seconds. In this way they scaled time.	1	
	b. Similarly the Mesopotamians invented wheel and thus made wheel carts. This was their victory upon distance.	1	2
7.	a. As the region did not have wood or stone in large quantity, Mesopotamians devised the arch to hold up the weight of the roof.	1	
	b. They added vaults and domes to their buildings to make them look elegant	1	2
8.	a. Mesopotamians wrote by impressing soft clay with a square tipped reed. The script was cuneiform and their language was phonetic, each of the 350 signs representing a syllable or an entire word	1	
	b. Egyptians wrote by scratching some form of pen over a paper-like material. The script is called hieroglyphic. It consisted of 24 signs each of which stood for a single consonant. Later they started using symbols for ideas and the total number of signs rose to about 500	1	2
9.	Scholars think that the Sumerians buried their dead in the backyard of their houses as :		
	a. the dead were looked upon by them as the protective of their families.	1	
	b. they were worshipped in their homes.	1	2
10.	The Mesopotamian Calendar was lunar i.e. based on the moon while the Egyptian calendar was solar Hence the Egyptian calendar was more accurate than that of the Mesopotamian.	2	2
11.	In the royal cemetery at Ur a vast hoard of metal objects such as ornaments of gold and silver harps, golden helmets, beautifully inlaid furniture, well designed necklaces, bracelets and other jewellery have been found,	2	2

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of Questions†	Marks allotted	Estimated time for answering	Estimated difficulty level*	Remarks
1.	Application	Selects relevant facts	Progress of knowledge	O	5	7	A	
2.	Understanding	Cause and effect relationship	Origin	SA	2	3	B	
3.	Application	Identifies the problem	Origin	SA	2	3	A	
4.	Understanding	Compares	Political, social & cultural condition	SA	2	3	B	
5.	Understanding	Discriminates	Political, social & cultural condition	SA	2	3	B	
6.	Application	Sets up a hypothesis	Political, social & cultural condition	SA	2	3	A	
7.	Knowledge	Recognises	Political, social & cultural condition	SA	2	3	B	
8.	Understanding	Compares	Political, social & cultural condition	SA	2	3	B	
9.	Knowledge	Recognises	Religious beliefs and practices	SA	2	3	B	
10.	Understanding	Compares	Progress of knowledge	SA	2	3	B	
11.	Application	Sets up a hypothesis	Progress of knowledge	SA	2	3	A	

†E Essay
 SA Short Answer
 VSA Very Short Answer
 Q_ Objective

*A Difficult
 B Average
 C Easy

Unit 4 : The Egyptian Civilisation
Maximum Marks : 25

Class : X
Time : 40 mts.

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1. Geographical Background										2(1)					2
2. Egyptian History		2(1)				2(1)	3(3)								7
3. Social and economic condition						2(1)									2
4. Egyptian culture		2(1)				4(2)				2(1)					8
5. Egyptian religion		2(1)				2(1)				2(1)					6
Sub Total		6				10	3			6					
Total		6				13				6					25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. Nil	Marks : Nil
Short Answer (SA)	No. 11	Marks : 22
Very Short Answer (VSA)	No. 3	Marks : 3
Objective (O)	No. Nil	Marks : Nil

Scheme of Options: Nil
Scheme of Sections : Nil

UNIT TEST

The Egyptian Civilisation

Max. Marks : 25

Class : XI

Time : 40 mts.

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it.
 - III. Answer to questions 1 to 3 may be limited to 20 words each and to questions 4 to 14 to 50 words each.
 - IV. Answers have to be written on the answer book provided
- 1-3. On the basis of the availability of sources, scholars have divided human civilisation into three periods :
- (a) *Pre-History* : That period of civilisation for which we have neither written accounts nor the evidence of monuments but only stone tools, pieces of bones and skeletons to make inferences from.
 - (b) *Proto-history* . That period of human history for which both written material and

evidences of monuments are available but the script of this period has not yet been deciphered.

- (c) *Historical period* Written records of this period can be deciphered and the evidences of monuments are also available. A continuous record of events is available beyond this period. In the light of the above statement, answer the following :

- i. When does the historical period of Egypt begin ?
- ii. When does the historical period of India start ?
- iii. Give reasons for the difference in the dates of the starting of the historical periods in Egypt and India. 3

4. It is said that Egyptian civilisation is the gift of river Nile. Give reasons to justify the statement. 3

- | | | | | | |
|----|--|---|-----|--|---|
| 5 | Why is the Menes regarded as the first important King of Egypt ? | 2 | 10. | While the Pyramids continue to be the most remarkable specimen of ancient Egyptian architecture, in what way can they also be regarded as a valuable source of history of the period ? | 2 |
| 6 | What were the social classes in early Egyptian society ? In what manner was this class division similar to that of the concepts of caste system in ancient India ? | 2 | 11 | What discovery helped in deciphering the ancient Egyptian script and in what manner ? | 2 |
| 7 | Give the feature that distinguished the common belief of both the Egyptians and the Mesopotamians that there was life after death. | 2 | 12. | In what way is the Egyptian system of numeration different from that of the Sumerians ? | 2 |
| 8. | Give one characteristic of ancient Egyptian sculpture in respect of human figures | 2 | 13 | Give two examples to illustrate the statement of Herodotus that "Ancient Egyptians were the most religious people of the world". | 2 |
| 9. | How did the ancient Egyptians contribute to the progress of the Science of Medicine ? | 2 | 14. | Support with two examples the fact that Akhnaton's ideas were ahead of his time. | |

Scoring Key and Marking Scheme

Q No	Expected outline answer	Marks allotted to each point	Total Marks
1.	3000 B. C.	1	1
2.	600 B. C.	1	1
3.	Our ancestors were spiritualistic and did not give due attention to the events of the world while the Egyptians gave more attention to the later and almost ignored the spiritualistic ideals.	1	1
4.	Egypt has hardly any rainfall. It would have been entirely a desert but for the Nile. The most important feature of the Nile is its annual floods. When the floods subside, they leave a new layer of enriched mud on the parched ground. This annual deposit of silt has served as an excellent fertilizer and made Egypt one of the great centres of civilisation.	2	2
5.	Menes was the first king of the whole of Nile Valley.	1	1
6.	(i) There were four main classes in the ancient Egyptian society (a) King. (b) Priests, officials, artists and craftsmen. (c) Farmers. (d) Slaves.	1	
	(ii) The division of society in both the civilisations was based on economic structure.	1	2
7.	While the Sumerians believed that after death the body perishes and the soul lives, the Egyptians believed that both the body and the soul live though in a different way.	2	2
8.	(a) In the Egyptian sculpture the faces of human beings are shown expressionless	1	
	(b) The Egyptians built great pyramids in order to stabilize the glory of their empire.	1	2

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
9.	The Egyptian practice of embalming their dead added to the knowledge of the structure of the human body and to the skill in surgery.	2	2
10.	The walls of pyramids contain a large number of paintings, which give us a wealth of information about the lives of the people and numerous other aspects of every day life.	2	2
11.	Rosseta stone found near the mouth of the Nile had an inscription in 3 languages ; hieroglyphic, demotic and Greek. The knowledge of Greek language made the task of decipherment easier.	2	2
12.	The Egyptians developed a decimal system of numeration while the Summerian system was sexagesimal.	2	2
13.	<p>Religion was the most dominant motive factor among the Egyptians.</p> <p>(a) Their king was the representative of God. They built pyramids in order to honour their favourite Sun-god.</p> <p>(b) They built mainly the statues of gods and goddesses.</p> <p>(c) Their literature was mainly religious.</p> <p>(d) Their hieroglyphic writing was for religion.</p> <p>(e) They worshipped all forces of nature, animals and birds etc,</p>		
14.	The Egyptians were conservative. Akhnaton's reforms like monotheism, abolishing the influential priestly class and idol worship were very revolutionary in that period. He was obeyed on account of fear. His reforms came to an end with his death.	2	2

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of Questions†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1.	Understanding	Compares and contrasts	Egyptian history	VSA	1	1	B	
2.	Understanding	Compares and contrasts	Egyptian history	VSA	1	1	B	
3.	Understanding	Compares and contrasts	Egyptian history	VSA	1	1	B	
4.	Application	Advances arguments	Geographical background	SA	2	3	A	
5.	Knowledge	Recalls	Egyptian history	SA	2	3	C	
6.	Understanding	Compares	Social and economic conditions	SA	2	3	B	
7.	Knowledge	Recognizes	Egyptian religion	SA	2	3	C	
8.	Knowledge	Recognizes	Egyptian culture	SA	2	3	C	
9.	Understanding	Identifies relationship	Egyptian culture	SA	2	3	B	
10.	Application	Identifies the problem	Egyptian culture	SA	2	3	A	
11.	Understanding	Classifies	Egyptian history	SA	2	3	B	
12.	Understanding	Compares	Egyptian culture	SA	2	3	B	
13.	Application	Advances arguments	Egyptian religion	SA	2	3	A	
14.	Understanding	Identifies relationship	Egyptian religion	SA	2	3	B	

†E Essay
 SA Short Answer
 VSA Very Short Answer
 O Objective

*A Difficult
 B Average
 C Easy

Unit 5 : The Ancient Chinese Civilisation
till 590 A. D.

Class : X

Maximum Marks : 25

Time : 40 min

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill	
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA
1. The land of China						4(2)								
2. Political history from early times to 590 A.D.										4(2)				
3. Social and Economic conditions		4(2)												
4. Religion and Philosophy						4(2)				2(1)				
5. Achievements of the Ancient Chinese						6(3)					1(1)			
Sub Total		4				14				6	1			
Total		4				14				7				

Notes: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question.

Summary

Essay (E)

No. Nil

Marks : Nil

Short Answer (SA)

No. 12

Marks : 24

Very Short Answer (VSA)

No. 1

Marks : 1

Objective (O)

No Nil

Marks : Nil

13

25

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

The Ancient Chinese Civilisation till 590 A.D.

Max. Marks : 25

Class : X

Time : 40 minutes

GENERAL INSTRUCTIONS

- I All questions are compulsory.
- II. Marks carried by each question are indicated against it.
- III. Answers to questions 1 to 12 may be limited to 50 words each and to question 13 to 25 words.
- IV. Answers have to be written on the answer book provided.

canals dug to carry the water are put out of order

On the basis of the statement given above answer questions 1 and 2.

1. In what way has the river Hwang Ho contributed to the growth of the ancient Chinese Civilization ? 2
2. Since the earliest times a close social organisation and a bureaucracy have been characteristic features of the Chinese civilisation. Explain the role of the river Hwang Ho in the development of these characteristics. 2
3. Give two reasons why is the reign of the Chin emperors regarded as an era of ordered growth, progress and prosperity ? 2
4. It is said that for centuries the Chinese called themselves 'Sons of Han'. What inference do you draw from the above statement regarding the Han dynasty. 2

The civilization of China has its remote origin in the Great Chinese Plain along the banks of the Hwang Ho. This river originates in the plateau of Western China whence it has, for ages, carried down the yellow earth or loess in the vast plain below. But the Hwang Ho is given to disastrous floods, and changes its course frequently. As a result homes and fields often get flooded and the

- | | | | |
|--|---|---|---|
| 5. What was the main economic activity of the ancient Chinese people ? Give an example to illustrate its importance | 2 | of the individual and social welfare. Explain with the help of examples. | 2 |
| 6 In what manner was the social organisation of the ancient Chinese similar to and different from the Caste System of the Aryans ? | 2 | 10. How does the calendar of the ancient Chinese differ from that of, (a) Ancient Egypt and (b) Mesopotamia ? | 2 |
| 7 Give reasons why later Taoism appealed to the scholars, the uneducated and the superstitious alike. | 2 | 11. Give two arguments to support the view that the ancient Chinese people contributed to the development of the Science of Geography ? | 2 |
| 8. In what manner the religious beliefs of the ancient Chinese were similar to, and different from those of the Rigvedic Aryans ? | 2 | 12. Mention two distinguishing traits of the ancient Chinese painting | 2 |
| 9. It is said that Confucianism came closest to achieving a synthesis between the development | | 13 Give one point of similarity and another of difference between the Chinese and the Sumerian scripts | 1 |

Scoring Key and Marking Scheme

Q. No.	Expected outline answer	Marks allotted to each point	Total marks
1.	From very early times the Chinese people, in order to face the challenges posed by the recurring floods and changing of the course of the Hwang Ho, have been using devices such as the construction of dams and canals to control the river and irrigate dry lands and thus develop their civilisation	2	2
2.	The system of water control for utilising waters of the river Hwang Ho has involved :		
	a a large degree of social cooperation and	1	
	b. a need for a bureaucracy to supervise the works essential for the survival of the society	1	2
3.	a. The Chin emperors introduced a number of changes to strengthen the government	1	
	b They built an extensive irrigation system	1	
	c They constructed the Great wall of China to provide an effective barrier against the barbarians	1	
	d. They tried to set up standard units for the measurement of weight, size and capacity and to provide uniform currency.	1	4
	(Any two)		
4.	It shows that the achievements of Han dynasty were so great that the Chinese felt pride in calling themselves Sons of Han.		
	Reasons :		
	a. Han emperors revived scholarship by setting up schools for the study of classical texts.	1	
	b. They undertook extensive programme of public works.	1	
	c. They extended the Chinese Empire to South Manchuria and Northern Korea.	1	2
	d. They helped in the spread of the Chinese culture in Annam Tonkin, South Manchuria etc.	1	
	(Any two reasons)		

Q No.	Expected outline answer	Marks allotted to each point	Total Marks
5.	a. Agriculture	$\frac{1}{2}$	
	b. On the New Year's Day an impressive ceremony took place at the Temple of Heaven in which the Ruler took part in ploughing a furrow to symbolise the beginning of the agricultural year. It was a sacred privilege of the ruler and demonstrated his support for the main economic activity of the people.	1½	2
6.	Similarity : Like the Hindu-Caste System the Chinese system was stratified. Just as the Brahman occupied the top position in the Hindu Caste System, similarly the intellectuals or the writers were at the top in the Chinese Society.	1	
	Difference : In the Caste System a person could be a Brahman by birth only, but in the Chinese society the top could be reached by any one through education.	1	2
7.	In the beginning as Taoism taught men to live as simple a life as possible and desire nothing, it did not appeal to the majority. So magic ceremonies and mystical rites were added to it to attract the superstitious and uneducated while its philosophy of quiet continued to appeal to the scholars.	2	2
8.	Similarity : Like the Rigvedic Aryans the Chinese also believed that their Gods represented forces of nature.	1	
	Difference : Unlike the Rigvedic Aryans the ancient Chinese also believed that there was a chief God—'The Ruler above'.	1	2
9.	Although the development of the human personality had an important place in the system of Confucius, the individual was of interest to him only in so far as he performed social duties. According to Confucius the gentleman should combine all the qualities that are essential for a good social order,	2	2

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
<hr/>			
10	(a) The ancient Chinese Calender was Solar-Lunar while the ancient Egyptian Calendar was only Solar.	1	2
	(b) That of Mesopotamians was Lunar only.	1	
11.	(a) Invented the seismograph to predict earthquakes.	1	
	(b) Made beginnings of meteorology with the keeping of systematic records of rainfall, droughts and floods.	1	2
12.	(a) The emphasis of ancient Chinese painting was on conveying moods and suggesting ideas through perfect forms.	1	
	(b) It aimed at suggesting rather than describing things, objects etc.	1	2
13	Initially the Chinese script like the Sumerian was pictographic but gradually it developed as an ideographic script in which every sign represented an idea.	1	1

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of questions†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1.	Understanding	Cause and effect relationship	The land of China	SA	2	3	B	
2.	Understanding	Cause and effect relationship	The land of China	SA	2	3	B	
3.	Application	Set up a hypothesis	Political History from early times to 590 A.D	SA	2	3	A	
4.	Application	Set up a hypothesis	Political History from early times to 590 A.D	SA	2	3	A	
5.	Knowledge	Recognises	Social and economic conditions	SA	2	3	C	
6.	Knowledge	Recognises	Social and economic conditions	SA	2	3	C	
7.	Understanding	Cause and effect relationship	Religious conditions and philosophy	SA	2	3	B	
8.	Understanding	Compares	Religious conditions and philosophy	SA	2	3	B	
9.	Application	Set up a hypothesis	Religious conditions and philosophy	SA	2	3	A	
10.	Understanding	Discriminates	Achievements of the ancient Chinese	SA	2	3	B	
11.	Understanding	Selects facts	Achievements of the ancient Chinese	SA	2	3	B	
12.	Understanding	Discriminates	Achievements of the ancient Chinese	SA	2	3	B	
13.	Application	Sets up a hypothesis	Achievements of the ancient Chinese	VSA	1	2	A	

†E Essay
VSA Very Short Answer
SA Short Answer
Q Objective

*A Difficult
B Average
C Easy

Unit 6 : The Ancient Iranian Civilisation
Maximum Marks : 25

Class : X
Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1. Geographical background						2(1)									2
2. Iranian History		4(2)													4
3. Iranian administration						2(1)									2
4. Religion						2(1)				2(1)					4
5. Social and economic conditions						2(1)				2(1)					4
6. Iranian culture						4(2)			5(1)						9
Sub Total		4				12			5	4					25
Total		4				12			9						25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question.

Summary

Essay (E)

No. 1

Marks : 5

Short Answer (SA)

No. 10

Marks : 20

Very Short Answer (VSA)

No.

Marks :

Objective (O)

No.

Marks :

11

25

Scheme of Options:

Nil

Scheme of Sections :

Nil

UNIT TEST

The Ancient Iranian Civilisation

Max. Marks : 25

Class : X

Time : 40 minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
- II. Marks carried by each question are indicated against it.
- III. Answers to questions 1 to 10 may be limited to 50 words each and that to question 11 to 150 words.
- IV. Answers have to be written on the answer book provided.

maximum dimensions. Name the countries which formed its parts during this reign ? 2

3 What factors helped the Sassanid empire maintain its stability ? Which of these later on weakened it ? 2

4. Mention any two administrative measures of the Achaemenids which contributed to the growth of external and internal trade. 2

5. Why did the Vedic Aryans and ancient Iranians have a number of common gods ? 2

6. It is said that Judaism and Christianity are greatly indebted to Zoroastrianism. Illustrate the above statement by giving one example in each case. 2

7. Give the main factor responsible for the prosperity of mainly the upper strata of society in ancient Iran. 2

1. Although settled life in both Iran and Mesopotamia began almost at the same time, why was the growth of culture slower in Iran than in Mesopotamia ? 2

2. Under whose reign did the frontiers of the Achaemenid Empire reach its

- | | | | | | |
|---|---|---|-----|---|---|
| 8 | It is said that the social structure of ancient Iran was based on oppression. Give two arguments in support of the above statement. | 2 | 10. | How did the Sassanids contribute to the growth of ancient Iranian culture? Give any two contributions. | 2 |
| 9 | In what respect did the architecture of ancient Iran differ from that of ancient Egypt? Give reasons for this difference. | 2 | 11. | In what manner was the Persian contribution to art, administration and trade an advance over that of earlier times? | 2 |

Scoring Key and Marking Scheme

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
1	This was mainly owing to geographical factors. The fertile land between the rivers Euphrates and Tigris provided favourable conditions for the growth of urban cultures in Mesopotamia at an early date. The geographical conditions of Iran were on the other hand more varied. The distribution of river systems, one of the primary pre-conditions for the settlements, was also such that it tended to concentrate development of civilization in restricted areas only.	2	2
2.	a. Darius I	1	
	b. The empire included entire Iran, Mesopotamia, Syria, Egypt, Asia Minor and north-western India.	1	2
3.	a. An efficient system of administration helped to maintain the stability of Sassanid Empire	1	
	b. Long and costly wars with the Roman Empire and later on with the Byzantine Empire weakened it.	1	2
4.	a. The Achaemenids made use of gold and silver coins on a large scale throughout the empire	1	
	b. They standardised the weights and measures	1	
	c. They built a fine network of roads in their empire.	1	
	d. They encouraged great voyages of exploration. (Any two points)	1	2
5.	This similarity is due to the fact that :		
	a. the ancient Iranians and the Vedic Aryans came from a common stock of Indo-European speaking people	1	
	b. The Vedic Aryans came to India through Iran	1	2
6.	a. The concept of Satan in the Jewish religion and the story of the wise men in the Bible owe their origin to the writings of Zoroaster.	1	

Q No.	Expected outline answer	Marks allotted to each point	Total Marks
	b Some other ideas of Christianity like the resurrection of the dead, the final triumph over the devil and the last judgment seem to have come from Zoroastrianism	1	2
7	The important factor behind the prosperity of the upper sections of the society was the large scale of internal and external trade	2	2
8.	a In ancient Iran, most of the land was owned by Kings, the friends and relatives of the Kings, noblemen and by temples. The estates of these landowners were worked on by peasants whose position was not much better than those of the serfs and it continued to deteriorate.	1	
	b. The landlords also employed slave labour for work on their estates.	1	2
9.	a. The architecture of ancient Iran was secular, while that of ancient Egypt was religious	1	
	b. The main reason for the secular character of Iranian architecture was that Zoroastrianism being a simple religion did not require huge temples.	1	2
10.	a. The Sassanids got Greek, Latin and Indian work dealing with different subjects such as philosophy, medicine and astronomy translated into Persian	1	
	b. They welcomed scholars from different countries. Their broad-mindedness helped the flowering of Iranian culture	1	2
11.	a Secular architectural splendour in monumental buildings in the cities of Susa, Pasargadae and Persepolis	1	
	b. Iranians excelled in gem-cutting, metal carving, glass-moulding and weaving of valuable cloth.	1	
	c Efficient system of administration.	1	
	d. Large scale external and internal trade.	1	
	e. Standardisation of weights and measures and introduction of the use of money.	1	5

Question-wise Analysis

S No.	Objective	Specification	Content Unit	Type of Questions†	Marks allotted	Estimate time for answering in minutes	Estimated difficulty level*	Remarks
1	Understanding	Compares and contrasts	Geographical background	SA	2	3	A	
2.	Knowledge	Recalls	Iranian history	SA	2	3	C	
3.	Knowledge	Recalls	Iranian history	SA	2	3	C	
4.	Understanding	Discriminates	Iranian administration	SA	2	3	B	
5.	Understanding	Establishes cause and effect relationship	Religion	SA	2	3	B	
6.	Application	Advances argument in supports of the contention	Religion	SA	2	3	A	
7.	Understanding	Discriminates	Social and economic conditions	SA	2	3	B	
8.	Application	Advances arguments in supports of the contention	Social and economic conditions	SA	2	3	A	
9.	Understanding	Discriminates	Iranian culture	SA	2	2	B	
10.	Understanding	Cause and Effect	Iranian culture	SA	2	2	B	
11.	Application	Advances facts in support of contention	Iranian culture	E	5	12	A	

†E Essay
 SA Short Answer
 VSA Very Short Answer
 Q Objective

*A Difficult
 B Average
 C Easy

Unit 7 : The Greek Civilisation
Maximum Marks : 27

Class : X
Time : 40 minutes

BLUEPRINT

Content Unit	Form of Question	Knowledge				Understanding				Application				Skill		Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1. Geographical background					1(1)				1(1)							2
2. Crete											2(1)					2
3. The Early Greeks							2(1)				2(1)					4
4. The Age of Homer					1(1)											1
5. Greek colonisation									1(1)							1
6. The state of Athens					1(1)											1
7. Athens and Sparta			2(1)				2(1)									4
8. Cultural achievements of Greeks			2(1)				6(3)				2(1)					10
9. Contribution of Greek culture											2(1)					2
Sub Total			4		3		10		2		8					27
Total			7				12				8					27

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary

Essay (E)
Short Answer (SA)
Very Short Answer (VSA)
Objective (O)

No. Nil
No. 11
No. Nil
No. 5

16

Marks : Nil
Marks : 22
Marks : Nil
Marks : 5

27

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

The Greek Civilisation

Maximum Marks : 27

Class : X

Time : 40 minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each questions are indicated against it.
 - III. In each of the questions 1 to 5 four alternatives A, B, C and D are given, out of which one is correct or the best. To answer these write the letter indicating the serial letter of the correct response along with the number of the question.
 - IV. Answers to questions 6 to 16 may be limited to 50 words each.
 - V. Answers have to be written on the answer book provided.
1. Which one of the following separates Greece from Turkey :
A. Black Sea
B. Ionian Sea
C. Aegean Sea
D. Caspian Sea. 1
 2. Which one of the following geographical factors was responsible for the creation of Greek Polis'.
A. River barrier
B. Sea barrier
C. Mountain barrier
D. Forest barrier. 1
 3. In their behaviour towards mortals the Homeric gods were considered to be
A. benevolent
B. indifferent
C. whimsical
D. just 1
 4. Which one of the following was the most potent cause of Greek colonisation .
A. territorial expansion.
B. cultural expansion

- | | | | | |
|-----|---|---|---|---|
| | C. glorification of one's rule | | was revived by Solon ? | 2 |
| | D. expansion of foreign trade | 1 | | |
| 5. | Which one of the following battles is considered by the historians to be of great importance with reference to the growth of world civilisation | | 11. Who is known as the father of "Modern Medicine" ? What was his main theory about diseases ? | 2 |
| | A. Battle of Marathon | | 12. How does the Greek concept of writing history differ from that of ancient Indian approach ? | 2 |
| | B. Battle of Thermopylae | | | |
| | C. Battle of Salamis | | 13. What was the main difference between the Sophists on the one hand and Socrates, Plato and Aristotle on the other regarding their concept of "absolute truth". | 2 |
| | D. Battle of Eurymedon. | 1 | | |
| 6. | It is said that Cretan civilisation was similar in many ways to the other older civilisations in the East. Give two examples to illustrate the above statement. | 2 | 14. It is said that rationality and love for beauty are two main characteristics of Greek Culture. Illustrate the above statement by giving one example each from Greek art and philosophy. | 2 |
| 7. | Point out two similarities between the social and economic life of the early Greeks and Indo-Aryans. | 2 | | |
| 8. | It is said that ancient Greek and Indian epics relate many similar incidents. Mention any two of such incidents and give reasons for the same. | 2 | 15. Mention two concepts of the Greek scientists after Alexander's conquests, which were later on accepted by scientists during the Renaissance. | 2 |
| 9. | Give the main feature of the Spartan system of Education ? | 2 | 16. Although Greece was conquered politically by Romans but culturally it was Greece which conquered Rome. Justify this statement by giving two examples from Roman Civilisation | 2 |
| 10. | In what manner did the Spartan Assembly differ from the Athenian Assembly which | | | |

Scoring Key and Marking Scheme

Q No.	1	2	3	4	5
Answers	C	C	C	D	C

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
6	a. The Cretans like the people of Indus Valley built cities with good water and drainage systems.	1	
	b. Like the people of Mesopotamia and Egypt they made excellent pottery, jewellery, sculptures, etc.	1	2
7.	a. The Early Greeks like the Indo-Aryans lived in tribes, each consisting of a number of families under a leader.	1	
	b. Like the Indo-Aryans, the main occupation of the early Greeks were agriculture, animal husbandry, pottery, etc	1	2
8.	a. The abduction of fair Helen causing Trojan war reminds us of the abduction of Sita causing a war between Shri Rama and Ravana	1	
	b. The death of Achilles due to an injury on his heel is similar to Lord Krishna's death due to the same cause.	1	2
9.	The Spartans' chief concern was with militarism and war. Hence they trained their boys from the age of seven to endure hardship and pain, to be fierce and skillful fighters.	2	2
10	In Sparta only those citizens whose income qualified them for a certain military rank were members of the assembly. In Athens, however, all free Athenian men were its members.	2	2
11.	a. Hippocrates.	$\frac{1}{2}$	
	b. He insisted that every disease had a natural cause and without natural causes nothing ever happens.	$1\frac{1}{2}$	
12	The Greek historians like Thucydides tried to tell just what happened and why it happened, so that readers could learn the truth of what took		

Q. No.	Expected outline answer	Marks allotted to each point	Total marks
	place and form their own opinions about past events. Ancient Indians, on the other hand, on account of being spiritualistic, were less interested in facts. As a result, in India the history is much mixed up with myths and legends and the facts are wrapped up in obscurity.	2	2
13.	Sophists believed that there was no absolute truth, but looked at every so-called truth in relation to its effects on human beings. Socrates, Plato and Aristotle belonged to a group which asserted that absolute standards do exist and absolute truth can be found.	2	2
14.	a. Example from philosophy : Socrates taught men to be critical of themselves and their ideas, and to accept nothing without thought and questioning.	1	
	b. Example from art : The Greeks loved beautiful things and made them with rare skill. Even their household utensils were as lovely as they could make them. Their love for beauty, however, found its highest expression in the temples built for their gods.	1	2
15.	a. Aristarchus' theory that the earth and other planets revolve round the sun.	1	
	b. Eratosthenes' suggestions that one could reach India from Europe by sailing west.	1	2
16.	a. The Romans accepted all the Greek gods and goddesses by changing only their names from Greek into Latin.	1	
	b. In the field of sculpture Romans did little original work. Their sculptors mainly copied the Greek statues.	1	2

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of questions†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*
1.	Knowledge	Recalls	Geographical background	O	1	1	C
2.	Understanding	Cause and effect	Geographical background	O	1	1	B
3.	Knowledge	Recalls	The Age of Homer	O	1	1	C
4.	Understanding	Cause and effect	Colonization	O	1	1	B
5.	Knowledge	Recalls	The State of Athens	O	1	1	C
6.	Application	Sets up a hypothesis	Crete and Mycenae	SA	2	2	A
7.	Understanding	Selects relevant facts	Early Greeks	SA	2	2	B
8.	Application	Sets up a hypothesis	Early Greeks	SA	2	2	A
9.	Knowledge	Recalls	Athens and Sparta	SA	2	2	C
10.	Understanding	Compares	Athens and Sparta	SA	2	2	B
11.	Knowledge	Recalls	Cultural achievements of Greeks	SA	2	2	C
12.	Understanding	Compares	Cultural achievements of Greeks	SA	2	2	B
13.	Understanding	Compares	Cultural achievements of Greeks	SA	2	2	B
14.	Application	Illustrates by citing examples	Cultural achievements of Greeks	SA	2	2	A
15.	Understanding	Compares	Cultural achievements of Greeks	SA	2	2	B
16.	Application	Sets up a hypothesis	Contribution of Greek culture	SA	2	2	A

†E Essay
VSA Very Short Answer
SA Short Answer
O Objective

*A Difficult
B Average
C Easy

Unit 8 : The Roman Civilisation

Class : IX

Maximum Marks : 30

Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1 Land of Italy						2(1)									2
2 The Republic of Rome						4(2)		4(1)		4(2)					12
3. Roman Empire and causes of its downfall						4(2)									4
4. Roman life and culture						2(1)		1(1)		2(1)					5
5 Contributions of Rome						4(2)		1(1)		2(1)					7
Sub Total						16		6		8					30
Total						22				8					30

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
 * Denotes that marks have been combined to form one question.

Summary

Essay (E)
 Short Answer (SA)
 Very Short Answer (VSA)
 Objective (O)

No. Nil
 No. 12
 No. Nil
 No. 3

15

Marks : Nil
 Marks : 24
 Marks : Nil
 Marks : 6

30

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

The Roman Civilisation

Max. Marks : 30

Class : IX

Time : 40 minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it.
 - III. In each of the questions 1 and 2 four alternatives A, B, C, and D are given out of which one is correct or the best. To answer these write the letter indicating the serial letter of the correct response along with the number of the question.
 - IV. Answers to questions 4 to 15 may be limited to 50 words each.
 - V. Answers have to be written on the answer book provided.
-
1. Which one of the following was NOT a characteristic of the Roman religion.
 - A. Worship of many gods and goddesses
 - B. Belief in the presence of some unseen power in every object of nature
 - C. Ancestor worship
 - D. Worship of trees and stones.
 2. Though Roman sculpture owed much to Greek models, yet it differs from it in style in so far as it
 - A. illustrates the values the Romans admired the most in human beings.
 - B. reflects the importance which the Romans attached to utility.
 - C. illustrates the tendency of the Romans towards realism in art.
 - D. exhibits the love of Romans for grandeur and ornamentation.
 3. Below are given some statements about Roman civilization, Write

- | | | |
|--|--|----------|
| <p>'S' against those which relate to the Senate</p> <p>'C' against those which relate to the assembly of centuries</p> <p>'T' against the statement which relates to the Assembly of Tribes.</p> <p>A. Tribunes were elected by a special assembly, at first composed of Plebians only.</p> <p>B It was made up of all the citizens.</p> <p>C It had been in existence even in the time of Etruscan kings.</p> <p>D It decided all questions relating to war and peace</p> | <p>of the Punic wars to the growth of Roman Empire ?</p> | <p>2</p> |
| <p>4 Give one evidence of how the difference in the physiography of Italy and Greece was reflected in the political organisation of ancient Greece and Rome ?</p> | <p>8 Give two arguments to support the statement that Julius Caesar was the greatest of the Romans.</p> | <p>2</p> |
| <p>5. It is said that the Etruscans exercised a profound influence on Roman civilisation. Give two arguments to support the statement.</p> | <p>9 To which period does the term "Pax Romana" refer ? How did Augustus contribute to the establishment of Pax Romana ?</p> | <p>2</p> |
| <p>6. Give two reasons why the Romans, during the later days of the Republic, failed to exercise the same control over the government which they had earlier ?</p> | <p>10 Explain any two of the main causes of the downfall of the Roman Empire ?</p> | <p>2</p> |
| <p>7 Wars between which nations were called Punic Wars ? Give the contribution of each</p> | <p>11 Support with facts the statement of a historian that during the later days of the Empire the Romans wanted only two things to make them happy, "bread and games of the circus"</p> | <p>2</p> |
| | <p>12. Mention any two changes which occurred in Roman social life as a result of the extension of the Roman Empire ?</p> | <p>2</p> |
| | <p>13. Mention any two significant features of Roman architecture and illustrate each with an example.</p> | <p>2</p> |
| | <p>14. Give two examples to prove that the Romans were interested in the application of Science rather than in Scientific research.</p> | <p>2</p> |
| | <p>15. In what sphere and how have the Romans exercised the greatest influence on European civilisation ?</p> | <p>2</p> |

Scoring Key and Marking Scheme

Q. No.	Answers
1.	D
2.	C
3. A.	T
B	C
C.	S
D	S

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
4	a The main difference in the physiography of Italy and Greece is that though the surface of Italy is also mountainous unlike Greece, it is not divided into many small pockets by the mountains.	1	
	b This made it easier for the people of Italy to unite in large political groups than it was for the Greeks who were divided into a number of city states.	1	2
5.	a Some of the administrative units of the Roman Republic, e g Senate were borrowed from the Etruscans.	1	
	b. Romans learnt much about building from Etruscans.	1	2
	c. Romans borrowed a number of Etruscan gods. (Any two)	1	
6.	a. The great changes in Romans' way of living which came with the empire set up one class in bitter opposition to another—The senatorial party was in opposition to the popular party.	1	
	b The different classes were no longer willing to cooperate with each other for the good of the whole.	1	2
7.	a. The three wars between Rome and Carthage are called Punic wars.	$\frac{1}{2}$	
	b. By the first Punic war Rome got Sardinia and Corsica.	$\frac{1}{2}$	
	c. By the second Punic war Rome got a part of Spain.	$\frac{1}{2}$	

Q. No	Expected outline answer	Marks allotted to each point	Total Marks
	d By the third Punic war Rome got lands of Carthage in the west.	$\frac{1}{2}$	2
8.	Julius Ceaser is regarded as the greatest of the Romans because of		
	a. His extensive conquests—conquered most of what is now France and Belgium. Twice he invaded Germany and crossed the Channel to invade Britain.	1	
	b His far-reaching reforms—free food given to those actually in need, improved the governments of cities, established order, revived agriculture, made plans for rebuilding Rome, took census, improved coinage, etc.	1	2
9.	a. As the period of Augustu's rule and the period following it were peaceful, they are known in History as Pax Romana.	$\frac{1}{2}$	
	b Augustus contributed to the establishment of Pax Romana by introducing many much needed reforms, by reorganising the governments of conquered territories, stopping corruption and plunder, strengthening law and order by establishing new courts, and laying the foundations of postal service.	$1\frac{1}{2}$	2
10.	Causes of the downfall of the Roman Empire: Invasions of Visigoths, Franks, Anglo Saxons, Vandals and Huns gradually overthrew Roman rule in various parts of western Europe. These invasions could not have succeeded if Rome had not been beset by the following weaknesses :		
	a. <i>Economic</i> Idle city mob fed at public expense because a drain on the state trade declined; export of the Roman gold on luxuries ; civil wars interfered trade ; heavy taxes under later emperors ruined businessmen.	1	
	b. <i>Political</i> Due to concentration of power in the hands of the Emperor, people became incapable of facing dangers to authority. The		

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
	size of the empire made its efficient administration very difficult Failure to provide regular succession hampered good government.	1	
c <i>Religious</i>	Adoption of several religions by the people divided the Empire.	1	2
d <i>Social</i>	Public shows in which men were killed by another men or by animals degenerated the society ; amusements of the rich were equally vicious , morality declined.	1	
e <i>Military</i>	Fewer Romans were available for military duty , inclusion of barbarians decreased its efficiency and reliability.		
	(Any two)	1	2
11.	By the 4th century A.D. the Romans celebrated 175 holidays a year with public shows and games. Gladiatorial combats, Chariot races and dramatic shows had become the chief pleasures of life for the masses The meals of the Romans of the higher class were also an elaborate affair.	2	2
12	a The luxurious life of the Hellenistic world became the goal of all who could afford it.	1	
	b. The actual work in Rome came to be done almost entirely by the slaves whose number increased immensely.	1	
	c. The life of freeman became miserable.	1	
	(Any two)	1	2
13.	Significant features of Roman architecture.		
	a. The use of arch-round—The pont-Du-Gord (aqueduct)	1	
	b. The use of round dome—The pantheon in Rome.	1	
	c. <i>Basilica</i> —used in halls where Roman judges held Court and later on in churches.	1	
	d. <i>amphitheatre</i> —colosseum.	1	
	(Any two)	1	2

Q. No	Expected outline answer	Marks allotted to each point	Total Marks
14.	a. Almost all that the Romans knew about nature or other sciences, e g medicine came to them from the Greeks which was summed up by Pliny the Elder in <i>Natural History</i> —a book in 37 volumes, and did not make any contribution to the scientific knowledge.	1	
	b. The Romans on the other hand applied scientific knowledge to engineering, architecture, public health and sanitation, etc.	1	2
15.	a. In the sphere of law and administration	$\frac{1}{2}$	
	b. A large number of countries have modelled their legal systems on the basis of Roman body of civil law known as the code of justiman.	$\frac{1}{2}$	
	c. Both the canon law of the Christian church and modern international law are based on Roman legal principles	$\frac{1}{2}$	
	d. The Romans gave to the world the ideal of republicanism.	$\frac{1}{2}$	2

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of Questions†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*
1.	Understanding	Discriminates	Roman life and culture	O	1	1	B
2	Understanding	Compares	Contribution of Rome	O	1	1	B
3.	Understanding	Classifies facts	The Republic of Rome	O	4	2	B
4.	Understanding	Cause and effect relationship	Land of Italy	SA	2	3	B
5.	Application	Sets up a hypothesis	The Republic of Rome	SA	2	3	A
6	Understanding	Cause and effect relationship	The Republic of Rome	SA	2	3	B
7.	Understanding	Cause and effect relationship	The Republic of Rome	SA	2	3	B
8.	Application	Sets up a hypothesis	The Republic of Rome	SA	2	3	A
9	Understanding	Cause and effect relationship	Roman Empire and Causes of its downfall	SA	2	3	B
10.	Understanding	Cause and effect relationship	Roman Empire and Causes of its downfall	SA	2	3	B
11.	Application	Sets up a hypothesis	Roman life and culture	SA	2	3	A
12.	Understanding	Cause and effect relationship	Roman life and culture	SA	2	3	B
13	Understanding	Illustrates facts	Contributions of Rome	SA	2	3	B
14.	Application	Sets up a hypothesis	Contributions of Rome	SA	2	3	A
15.	Understanding	Discriminates	Contributions of Rome	SA	2	3	B

†E Essay
 SA Short Answer
 VSA Very Short Answer
 O Objective

*A Difficult
 B Average
 C Easy

B. India

Unit 9 : Buddhism
Maximum Marks : 25

Class : IX
Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1 Rise of Buddhism				1(1)		2(1)		1(1)		2(1)					6
2 The teachings of Buddha				1(1)		2(1)		2(2)				1(1)			6
3 Ashoka and the spread of Buddhism		2(1)			5(1)							2(2)			9
4. The decline of Buddhism				1(1)		2(1)		1(1)							4
Sub Total		2		3	5	6		4		2		3			25
Total		5			15				5						25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. 1	Marks ; 5
Short Answer (SA)	No 5	Marks : 10
Very Short Answer (VSA)	No.	Marks :
Objective (O)	No. 10	Marks ; 10
	<u>16</u>	<u>25</u>

Scheme of Options : Nil

Scheme of Sections ; Nil

UNIT TEST

Buddhism

Max. Marks : 25

Class : IX

Time : 40 minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it
 - III. In each of the questions 1 to 10, four alternatives A, B, C, & D are given out of which one is correct or the best. To answer these, write the letter indicating the serial letter of the correct response along with the number of the question.
 - IV. Answers to questions 11 to 15 may be limited to 50 words each and to question 16 to 150 words.
 - V. Answers have to be written on the answer book provided.
- 1 Siddhartha renounced the princely life because
 - A. he wanted to lead a peaceful life
 - B. his subjects did not want him to be their King
 - C. he wanted to find a path to end miseries
 - D. he was pained to see the miseries of the people.
 2. According to Buddha the cause of all human sufferings was
 - A. desire
 - B. wealth
 - C. pride
 - D. jealous
 3. Buddha gave his first sermon at
 - A. Gaya
 - B. Sarnath
 - C. Sanchi
 - D. Kapilvastu.

4. Which of the following factors proved to be of greatest help in the growth of Buddhism in North India in the Sixth Century B.C.?
 - A. Use of the language of the masses
 - B. Royal patronage
 - C. Buddha's dynamic personality
 - D. People's aversion to excessive and expensive Vedic rituals

1
5. Hinduism differed from Buddhism and Jainism in respect of
 - A. law of Karma
 - B. purification through penance
 - C. doctrine of rebirth
 - D. belief in God.

1
6. According to the teachings of Buddha the best way to end miseries in life was to
 - A. help one's fellow beings
 - B. be a good scholar
 - C. live a life of austerity
 - D. keep a balance between austerity and indulgence.

1
7. The main cause of the almost complete disappearance of Buddhism from the land of its birth was
 - A. loss of royal patronage
 - B. the conquest of India by Muslims
 - C. the assimilation of the principles of Buddhism in Hinduism
 - D. the corruption in the Viharas

1
8. Which of the following religious practices would have the approval of the Buddha if he were to come to life today ?
 - A. construction of places of worship
 - B. rigid performance of religious ceremonies
 - C. respect of and compassion towards living being
 - D. insistence on asceticism.

1
9. To spread the doctrines of Buddhism, Ashoka, if alive today would
 - A. publish a series of books and bulletins on Buddhism
 - B. give generous gifts to the people to accept the religion
 - C. compel people to accept Buddhism
 - D. ban other religions

1
10. Ashoka convened the Buddhist Council at Pataliputra because he wanted to
 - A. counteract anti-Buddhist propaganda started by Brahmins
 - B. speed up the propagation of Buddhism
 - C. put an end to the schism in Buddhism
 - D. make preparation for sending missionaries abroad.

1
11. Give any four principles of Ashoka's Dhamma.

2
12. What explanation can you give of the fact that both the reformists, Buddha and Mahavira, belonged to the same social class?

2
13. Give any two principles common to both Buddhism and Jainism.

2
14. How the lack of patronage of the subsequent rulers became a cause for the decline of Buddhism?

2
15. What two important characteristics of the character of Buddha, if adopted today, can solve the problems of poverty and hunger in our country?

2
16. Explain why Buddhism declined in India but continued to exist in foreign countries.

5

Scoring Key and Marking Scheme

Q. No.	1	2	3	4	5	6	7	8	9	10
Answer	D	A	B	D	D	D	C	C	A	C

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
11.	a. Respect for the living beings must be enforced.	$\frac{1}{2}$	
	b. Truth must be spoken.	$\frac{1}{2}$	
	c. The teacher must be revered by the pupils	$\frac{1}{2}$	
	d. Proper respect must be shown to the elders	$\frac{1}{2}$	2
12	Both belonged to the Khasatriya caste and resented the domination by Brahmins and Purohits Hence revolt from their classes.	2	2
13.	Any two of the following		
	a Opposed the Vedas and performance of Yagyas.	1	
	b. Advocated simple and pure life	1	
	c. Accepted the Karma theory of birth and re-birth	1	
	d Principle of non-violence	1	2
14.	Some of the rulers like Ashoka and Kanishka patronised Buddhism After them the religion began to dwindle for lack of support of the later rulers like the Guptas	2	2
15.	Any two of the following		
	a. Love to all human beings.	1	
	b Self-sacrifice	1	
	c. Devotion to work.	1	2
16.	a. The loss of State patronage after Ashoka and Kanishka; but in foreign countries people themselves faithfully followed the religion	1	
	b. In India, Hinduism absorbed most of the best elements of Buddhism; but in foreign countries, no religion achieved that.	1	

Q. No	Expected outline answer	Marks allotted to each point	Total Marks
c.	In India, Hindu reformers, saints and poets revived Hinduism. In foreign countries, there were no such reformers.	1	
d.	Like Hinduism the Mahayan Buddhism adopted superstitious practices; in foreign countries Buddhism was followed by all people alike	1	
e.	In India Huns and Muslims destroyed Buddhist monasteries, in Foreign countries no such harm was done by any invader.	1	5

Question wise Analysis

S. No.	Objective	Specification	Content Unit	Type of questions †	Marks allotted	Estimated time for answering	Estimated difficulty level* (in minutes)
1.	Knowledge	Recognises	Rise of Buddhism	O	1	1	C
2.	Knowledge	Recognises	Teachings of Buddha	O	1	1	C
3.	Knowledge	Recognises	The decline of Buddhism	O	1	1	C
4.	Understanding	Identifies cause and effect relationship	Rise of Buddhism	O	1	1	B
5.	Understanding	Compares	The teachings of Buddha	O	1	1	B
6.	Understanding	Discriminates	The teachings of Buddha	O	1	1	B
7.	Understanding	Identifies relationship	The decline of Buddhism	O	1	1	B
8.	Application	Predicts	The teachings of Buddha	O	1	1	A
9.	Application	Predicts	Ashoka and spread of Buddhism	O	1	1	A
10.	Application	Analyses	Ashoka and spread of Buddhism	O	1	1	A
11.	Knowledge	Recognises	Ashoka and spread of Buddhism	SA	2	3	C
12.	Understanding	Discriminates	Rise of Buddhism	SA	2	3	B
13.	Understanding	Compares	Teachings of Buddha	SA	2	3	B
14.	Understanding	Recognises	The decline of Buddhism	SA	2	3	C
15.	Application	Infers	Rise of Buddhism	SA	2	3	A
16.	Understanding	Compares	Ashoka and spread of Buddhism	E	5	15	B

†E Essay
 SA Short Answer
 VSA Very Short Answer
 O Objective

*A Difficult
 B Average
 C Easy

Unit 10 : Ashoka
Maximum Marks : 25

Class : IX
Time : 40 mts.

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1 Early life, accession and conquest			1(1)	2(2)											3
2. Ashoka's Dhamma and spread of Buddhism					5(1)	2(1)	1(1)			4(2)					12
3. Administration and social reforms			2(2)			2(1)						1(1)			5
4 Estimate of Ashoka		2(1)	2(2)	1(1)											5
Sub Total		2	5	3	5	4	1			4		1			25
Total		10			10				5						25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. 1	Marks : 5
Short Answer (SA)	No. 5	Marks : 10
Very Short Answer (VSA)	No. 6	Marks : 6
Objective (O)	No. 4	Marks : 4

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

Ashoka

Max. Marks : 25

Class : IX

Time : 40 mts.

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it.
 - III. In each of the questions 1 to 4 four alternatives, A, B, C and D are given out of which one is correct or the best. To answer these, write the letter indicating the serial letter of the correct response along with the number of the question.
 - IV. Answers to questions 6 to 9 may be limited to a word, phrase or sentence; to questions 10 to 14 to 50 words each and to question 16 to 150 words.
 - V. Answers have to be written on the answer book provided.
1. The year '269 B.C. has assumed importance because it was in this year that Ashoka
 - A. convened the third Buddhist Council
 - B. was crowned as the king
 - C. fought the Kalinga war
 - D. took Buddhism as the state religion1
 2. Ashoka was called the Sage-King because he
 - A. advocated non-violence
 - B. paid respects to the priests
 - C. lived a pure and simple life
 - D. undertook religious tours.1
 3. There is a gap between Ashoka's succession to the throne and his coronation. This may be due to the fact that
 - A. there was a foreign invasion during this period
 - B. there were internal disorders
 - C. there were other claimants to the throne whom Ashoka had to subdue

- D. the astrologers suggested the postponement. 1
4. Ash ka proclaimed, 'Work I do, and work I must, yet, I am not satisfied'.
- The above statement shows that Ashoka
- A was not satisfied with the progress made by Buddhism
- B wanted his servants to follow his noble example
- C wanted to be the real servant of his people
- D. wanted to become an ideal king. 1
5. Name the official who was put in charge of religious propagation during Ashoka's time. 1
6. Name the capitals of the two of the provinces where Ashoka acted as a governor during the reign of Bīndusara 1
- 7 Write the names of two foreign countries with which India had trade relations during Ashoka's time. 1
8. What title did Ashoka assume which indicated that he had subdued all his enemies 1
9. Mention any two acts of Ashoka which show that he was kind to living beings. 1
10. Rewrite the following events of Ashoka's reign in the correct chronological order. (1). Buddhist conference, (2) Sending Prince Mahendra to Ceylon, (3) Pilgrimage to Buddhist centres, 1
11. What do the lions, the bulls, the lotus and the wheels of the crest of the Sarnath Pillar, which has been adopted as our national symbol, signify? 2
12. Why did Ashoka get his stone inscriptions written in Pali? 2
13. "Now by me the arrangement has been made that at all hours and in all places the official reporters should keep me informed of the peoples' business". What was the intention of Ashoka in making this arrangement? 2
14. How far was Ashoka's administration responsible for the downfall of the Mauryan Empire? 2
15. "Though Ashoka accepted Buddhism he did not renounce Hinduism". Give evidences in support of this view. 2
16. How does Ashoka's Dhamma, as depicted in his inscriptions, differ from Buddhism? 5

Scoring Key and Marking Scheme

Q No.	1	2	3	4
Key	B	C	C	C

Q. No.	Expected outline answer	Marks allotted to each point	Total marks
5.	Dharma Mahamatras.	1	1
6.	Ujjain and Taxila.	$\frac{1}{2}$ mark to each point	1
7.	Any two of the following : A. Bactria B. Central Asia C. Egypt	$\frac{1}{2}$ mark to any two points	1
8.	Amutraghata		1
9.	Any two of the following : a. prohibited animal sacrifice. b. established hospitals for animals. c. prohibited cruel sports.	$\frac{1}{2}$ mark to each point	1
10.	i. Pilgrimage ii. sending Prince Mahendra iii. Buddhist conference.		1
11.	The lions signify strength and vigilance, bulls importance of agriculture, lotus symbolises the seat of the goddess Lakshmi and wheels stand for eternal dhamma of Ashoka		2
12.	Pali being the language of the people, the message should reach the people.		2
13.	Intended to redress public grievances promptly.		2
14.	a. No war after the war of Kalinga b. Army became inefficient. c. Administration based on humanism instead of savage rules d. His successors were trained in the propagation of Dhamma rather than the Administration of the Empire. e. So the vast empire disintegrated after Ashoka.	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	2

(Any four)

Q. No	Expected outline answer	Marks allotted to each point	Total Marks
15	a. Continued to respect Brahamins and gave royal patronage to them b. The title of 'Devanam Priya'.	1 1	2
16.	i. Buddhism was based on sound religious thoughts. It preached : a. Ahimsa, b. Nirvan as its goal, c. Karma, d. Middle way, e. 'Ten Principles'. ii. Ashoka's personal religion was Buddhism but his preachings were the essence of all the existing religions and noble thoughts His inscriptions depict : a. Importance of human relations, b. Dan, c. Respect to all religions; no imposition of restrictions on the observance of the rituals of the religions, d. Ahimsa, e. Ashoka's Dhamma was universal and more practical than Buddhism.		5

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of questions*	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level	Remarks
1	Knowledge	Recognises	Early life	O	1	1	C	
2	Knowledge	Recognises	Estimate	O	1	1	C	
3	Knowledge	Recognises	Early life	O	1	1	C	
4	Application	Infers	Administration and social reforms	O	1	1	A	
5	Knowledge	Recognises	Administration and social reforms	VSA	1	1	C	
6	Knowledge	Recognises	Early life	VSA	1	1	C	
7	Knowledge	Recognises	Administration and social reforms	VSA	1	1	C	
8	Knowledge	Recognises	Estimate	VSA	1	1	C	
9	Knowledge	Recognises	Estimate	VSA	1	1	C	
10	Understanding	Arranges in chronological order	Dhamma and spread of Buddhism	VSA	1	1	B	
11	Knowledge	Recognises	Estimate	SA	2	3	B	
12	Understanding	Identifies relationship	Dhamma	SA	2	3	B	
13	Application	Interprets	Dhamma	SA	2	3	A	
14	Understanding	Classifies	Administration and social reforms	SA	2	3	A	
15	Application	Interprets	Dhamma	SA	2	3	A	
16	Understanding	Discriminate	Dhamma	E	5	15	B	

*E Essay
 VSA Very Short Answer
 SA Short Answer
 Q Objective

†A Difficult
 B Average
 C Easy

Unit 11 : Harsha
Maximum Marks : 25

Class : XI
Time : 45 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	T o t a l
1 Harsha's conquest	5(1)													2(1)	7
2. Harsha and his religion Hiuen Tsang's visit to India				1(1)				1(1) 1(1) 1(1)		2(1) 2(1)					8
3. Harsha's administration				1(1) 1(1)		2(1)		1(1)							5
4. Art and Literature				1(1)		2(1)		1(1) 1(1)							5
Sub-Total	5			4		4		6		4				2	25
Total	9				10				4				2		25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question

Summary

Essay (E)	No. 1	Marks : 5
Short Answer (SA)	No. 5	Marks : 10
Very Short Answer (VSA)	No.	Marks :
Objective (O)	No. 10	Marks ; 10

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

Harsha

Max. Marks : 25

Class : XI

Time : 45 Minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it.
 - III. In each of the questions 1 to 10 four alternatives A, B, C and D are given, out of which one is correct or best. To answer these write the letter indicating the serial letter of the correct response alongwith the number of the question
 - IV. Answers to questions 11 to 14 may be limited to 50 words and answer to question 15 to 100 words.
 - V. Answers have to be written on the answer book provided.
1. In the assembly organised by Harsha at Prayaga the image which received honours of the highest class was that of
 - A. Buddha
 - B. Siva
 - C. Surya
 - D. Brahma1
 2. In Harsha's reign official records of all events were kept in each province by the
 - A. General
 - B. Minister
 - C. Nobles
 - D. Special officers1
 3. Harsha was held in great esteem by Hiuen Tsang mainly because he
 - A. wrote dramas in Sanskrit
 - B. encouraged art and literature
 - C. patronised Buddhism
 - D. organised an assembly at Kanauj.1
 4. Harsha organised a splendid assembly at Kanauj in order to

- A. commemorate his successful war with Vallabhi
 - B. celebrate his coronation to the throne of Kanauj
 - C. give a wide publicity to his drama 'Ratnavali'
 - D. honour Hiuen Tsang's visit to India. 1
5. The author of Harshacharita was

 - A. Varahamihira
 - B. Amarasimhar
 - C. Visakathathar
 - D. Bana 1
6. Hiuen Tsang was awarded the title of 'Master of Law' because he

 - A. paid a visit to India
 - B. wrote an account of Harsha's reign 12
 - C. propagated Buddhism in India
 - D. studied at Nalanda University. 1
7. The best testimony to prove Harsha's scholarship is his

 - A. writing of the drama 'Ratnavali'
 - B. encouragement of scholars
 - C. developing Nalanda University
 - D. diffusion of Sanskrit learning. 1
8. Though similar in many ways Harsha differed sharply from Ashoka in respect of

 - A. tolerating other religions
 - B. leaning towards Mahayana sect of Buddhism
 - C. organising a smooth administration
 - D. extending the boundaries of empire. 1
9. The main purpose of Hiuen Tsang's visit to India was to

 - A. get access to authentic Buddhist scriptures in India
 - B. visit holy places in India
 - C. collect Buddhist relics
 - D. meet adventures in new lands.
10. Hiuen Tsang will be remembered long in Indian History mainly because of his

 - A. regards to Harsha
 - B. study at Nalanda
 - C. account of Harsha's reign
 - D. practising Buddhism 1
11. Harsha had leanings towards Buddhism ; at the same time he patronised Sanskrit literature Give one example of such a king from earlier history. 2
12. Point out the difference between the penal system of Harsha and Guptas by giving examples. 2
13. "Harsha combines in himself some of the attributes and characteristics of both Samudragupta and Ashoka" Prove the truth of the statement. 2
14. Mention one thing in the religious field which would have pained Hiuen Tsang, were he to come to life and visit modern India. Give reason also. 2
15. Describe the causes and effects of the following two battles which Harsha fought.

 - A. Battle of Malava
 - B. Battle of Vallabhi. 5
16. On the outline map of India give the empire of Harsha at the time of his death. Draw the territories annexed by him to his Kingdom in the year 612 and 643 A.D. 2

Q. No.	1	2	3	4	5	6	7	8	9	10
Key	A	D	C	E	E	D	A	C	A	C

Q. No	Expected outline answer	Marks allotted to each point	Total Marks
11.	Kanishka was a Buddhist. Nagarjuna and Asvagosha—two eminent Sanskrit scholars lived in his court		2
12.	Penal system was more severe than that of the Guptas—death penalties were often awarded. Mutilation of arms was common.		2
13.	Harsha was a warrior like Samudra Gupta. He tolerated all religions like Ashoka.		2
14.	Absence of Buddhism in India would have pained him as he was an ardent Buddhist		2
15.	Battle of Malava. <i>cause</i> : Murder of Harsha's brother-in-law. <i>effect</i> : Defeated the king of Malava and annexed his territory to his kingdom Battle of Vallabhi <i>cause</i> : Harsha wished to extend his influence in the west. <i>effect</i> : Defeated the king of Vallabhi and annexed Vallabhi to his kingdom	2½ 2½	5
16.	Map of India showing territories annexed by Harsha.		2

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of Questions†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1	Knowledge	Recognises	Harsha's Buddhism	O	1	1	C	
2	Knowledge	Recognises	Harsha's administration	O	1	1	C	
3	Understanding	Discriminates	Harsha and Buddhism	O	1	1	B	
4	Knowledge	Recognises	Harsha's administration	O	1	1	C	
5	Knowledge	Recognises	Art and Literature	O	1	1	C	
6	Understanding	Discriminates	Art and Literature	O	1	1	B	
7	Understanding	Illustrates	Art and Literature	O	1	1	B	
8	Understanding	Compares	Harsha and Buddhism	O	1	1	B	
9	Understanding	Discriminates	Harsha and Buddhism	O	1	1	B	
10	Understanding	Discriminates	Harsha's administration	O	1	1	B	
11	Understanding	Gives illustration	Art and Literature	SA	2	3	B	
12	Understanding	Compares	Harsha's administration	SA	2	3	B	
13	Application	Establishes relationship	Harsha and Buddhism	SA	2	3	A	
14	Application	Predicts	Harsha and Buddhism	SA	2	3	A	
15	Knowledge	Recalls	Harsha's conquest	E	5	15	B	
16	Skill	Draws	Harsha's conquest	SA	2	3	A	

†E Essay
 SA Short Answer
 VSA Very Short Answer
 O Objective

*A Difficult
 B Average
 C Easy

Unit 12 : Mohamnad Bin Tughlaq
Maximum Marks : 25

Class : IX
Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1. Character		2(1)						1(1)							3
2. Conquests				1(1)				2(2)							3
3. Administrative Reforms	5(1)			1(1)	2(1)			1(1)	2(1)						11
4. Failures				1(1)	4(2)			2(2)				1(1)			8
Sub-Total	5	2		3		6		6		2		1			25
Total	10				12				3						25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. 1	Marks : 5
Short Answer (SA)	No. 5	Marks : 10
Very Short Answer (VSA)	No. —	Marks : —
Objective (O)	No. 10	Marks : 10

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

Mohammad Bin Tughlaq

Max. Marks : 25

Class : IX

Time : 40 Minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against them
 - III. In each of the questions 1 to 10 four alternatives A, B, C, and D are given out of which one is correct or best. To answer these write the letter indicating the serial letter of the correct response along with the number of the question.
 - IV. Answer to questions 11 to 14 may be limited to 50 words each and that to question 16 to 150 words.
 - V. Answers have to be written on the answer book provided.
-
1. Which of the following territories did Mohammad Bin Tughlaq NOT invade ?
A. Tibet
 - B. Warrangal
 - C. Persia
 - D. Nepal. 1
-
2. To which one city did Mohammad Bin Tughlaq transfer his capital from Delhi ?
A. Allahabad
B. Aurangabad
C. Hyderabad
D. Daulatabad. 1
-
3. Which one of the following measures was first adopted by Mohammad Bin Tughlaq in his reign ?
A. Shifting of Delhi population to Devagiri
B. Introduction of Token currency
C. Invasion of Tibet
D. Over taxation of the Doab. 1

4. Which one of the following traits of character proved to be of greatest harm to Mohammad Bin Tughlaq ?
 A. Fondness for administrative experiments.
 B. Little concern for human life
 C. Indiscriminate financial generosity
 D. Religious tolerance 1
5. The chief factor responsible for Mohammad Bin Tughlaq's conquest of Wariangal was
 A. his superior military strength
 B. his well-planned strategy
 C. lack of preparation on the part of Warrangal
 D. the betrayal by Warrangal army chiefs. 1
6. Mohammad Bin Tughlaq succeeded in driving the Mongols from Afghanistan by
 A. sudden military encounters
 B. creating rifts in their army
 C. giving bribes to their soldiers and officers
 D. inciting agitation among the Afghans. 1
7. Mohammad Bin Tughlaq transferred his capital from Delhi to Daulatabad because
 A. Daulatabad had a central and strategic position
 B. Bahauddin had risen in revolt against him
 C. Delhi had grown over-crowded
 D. Daulatabad afforded better climate. 1
8. The difficulties of Mohammad Bin Tughlaq can be mainly assigned to
 A. his hasty decisions
 B. the non-cooperation of his officials
 C. paucity of finances
 D. opportunistic attitudes of his nobles. 1
9. Mohammad Bin Tughlaq inflicted untold miseries on his subjects because
 A. he was cruel by nature
 B. his subjects defied his orders
 C. the Sultan sometimes suffered from insanity
 D. the people accused him of patricide. 1
10. While the transfer of capital from Calcutta to Delhi by the British was a success, the transfer from Delhi to Deogiri by Mohammad Bin Tughlaq failed because
 A. the officials did not cooperate with the Sultan
 B. the Sulan did not provide adequate facilities to the people
 C. the whole population was shifted from Delhi, whereas only the government departments were moved from Calcutta
 D. the circumstances were not favourable for a change of capital from Delhi to Deogiri. 1
11. Give two examples to show that Mohammad Bin Tughlaq was a mixture of opposites 2
12. Give two reasons for the failure of the system of token currency introduced by Mohammad Bin Tughlaq. 2
13. Give two reasons why Mohammad Bin Tughlaq though powerful and having great insight was not successful in most of his invasions. 2
14. Give an illustration to show that Mohammad Bin Tughlaq was a man with ideas far beyond his times. 2
15. Give two instances to support the view that Mohammad Bin Tughlaq was responsible for paving the way for the disintegration of the Delhi Sultanate. 2
16. Give the purposes of any three of the reforms which Mohammad Bin Tughlaq had in mind while introducing them and briefly describe the fate of any two of them. 5

Scoring Key and Marking Scheme

S No.	1	2	3	4	5	6	7	8	9	10
Ans.	D	D	D	A	A	A	A	B	B	C

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
11.	a. The idea of locating the capital at the central place in the empire was wise, but the decision to shift the entire population from Delhi to Daulatabad was foolish.	1	
	b. The issue of token currency, though characteristic of all modern economies, was introduced without much preparation and sufficient precaution.	1	2
12.	a. The issue of token currency was not made the monopoly of the state	1	
	b. Precautions against forgery were not taken.	1	2
13.	a. Inadequate pre-planning.	1	
	b. Wrong choice of territories to invade	1	2
14	Token currency, which is the common feature of the modern monetary systems, was introduced by him in the fourteenth century	2	2
15.	a. Failure in the experiments	1	
	b. Discontent among the nobles and the army.	1	2
	c. Clash with the theologians.	1	
	(Any two)		
16.	<i>Reforms</i>		
	a. transfer of capital from Delhi	$\frac{1}{2}$	
	b. introduction of token currency.	$\frac{1}{2}$	
	c. collection and compilation of information regarding agricultural holdings to compile the register of land revenue.	$\frac{1}{2}$	5
	<i>Purpose : (respectively)</i>		
	a. To locate a capital at a central place in the Empire.	$\frac{1}{2}$	

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
b	To meet the expenditure on the army and the administrative establishment in his empire	$\frac{1}{2}$	
c	To impose a proportionate burden of taxation	$\frac{1}{2}$	
	<i>Fate met with (respectively)</i>		
a.	Transfer of the entire population of Delhi to Daulatabad Hardship to people because of long distance and inadequate means of transport, the resultant dissatisfaction among the subject and the nobles; the revision of the order afterwards, Delhi again made the capital.	$\frac{1}{2}$	
b.	A wide decision taken ahead of the time ; sufficient preparation not made, enough precautions not taken ; issue of currency not made the monopoly of the state ; token currency of the state Token currency was enforced The royal treasury sustained huge losses instead of gains , the order finally withdrawn.	1	
c.	Taxation on necessities conceived as a step to raise state revenue ; strong opposition of the proposal from the people Harsh and tyrannical punishments and penalties to the tax-evaders ; the realisation of the hardship of the people by the King. The withdrawal of the order.	1	5

(Any two)

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of Questions†	Marks allotted	Estimated time for answering in minutes	Estimated difficulty level*	Remarks
1.	Knowledge	Recalls	Conquests	O	1	1	B	
2.	Knowledge	Recalls	Administration Reforms	O	1	1	C	
3.	Knowledge	Recognises	Failures	O	1	1	B	
4.	Understanding	Discriminates	Character	O	1	1	B	
5.	Understanding	Arranges	Conquest	O	1	1	B	
6.	Understanding	Identifies relationship	Conquest	O	1	1	B	
7.	Understanding	Identifies relationship	Administration Reforms	O	1	1	B	
8.	Understanding	Identifies relationship	Failures	O	1	1	B	
9.	Understanding	Identifies relationship	Failures	O	1	1	B	
10.	Understanding	Discriminates	Failures	O	1	1	C	
11.	Knowledge	Recognises	Character	SA	2	3	B	
12.	Understanding	Identifies relationship	Administration Reforms	SA	2	3	C	
13.	Understanding	Compares	Failures	SA	2	3	B	
14.	Application	Analyses	Administration Reforms	SA	2	3	A	
15.	Understanding	Cause and effect relationship	Failures	SA	2	3	B	
16.	Knowledge	Recognises	Administration Reforms	E	5	15	B	

†E Essay
 SA Short Answer
 VSA Very Short Answer
 Q Objective

*A Difficult
 B Average
 C Easy

Unit 13 : The Vijaynagar Empire

Maximum Marks : 30

Class : IX

Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1 The origin of the Kingdom				1(1)		2(1)		1(1)							4
2. The dynasties : (a) Sangama (b) Saluva (c) Tuluva (d) Aravidu				1(1)				1(1)							2
3. Krishna Deva Raya. Extension of empire and Consolidation under him		2(1)		1(1)		2(1)						1(1)			6
4. Glory of the empire		2(1)		3(2)	4(1)	4(2)				2(1)					15
5. Downfall of the empire				1(1)				2(2)							3
Sub-Total		4		7	4	8		4		2		1			30
Total		11			16				3						30

Notes: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question.

Summary

Essay (E)

No. 1

Marks : 4

Short Answer (SA)

No. 7

Marks : 14

Very Short Answer (VSA)

No. —

Marks : —

Objective (O)

No. 11

Marks : 12

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

The Vijaynagar Empire

Max. Marks : 30

Class : IX

Time : 40 minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it.
 - III. In each of the questions 1 to 10 four alternatives A, B, C, and D are given out of which one is correct or the best. To answer these write the letter indicating the serial letter of the correct response along with the number of the question.
 - IV. Answer to questions 12 to 18 may be limited to 50 words each and that to question 19 to 20 words.
 - V. Answers have to be written on the answer book provided.
-
1. The Vijaynagar Empire was founded in the year
 - A. 1327
 - B. 1336
 - C. 1341
 - D. 1346.
 2. To which one of the following dynasties did Krishna Deva belong ?
 - A. Satavahana
 - B. Sangama
 - C. Tuluva
 - D. Arvidu.
 3. Krishna Devaraya maintained friendly relations with the Portuguese because
 - A. he knew that he was not a match for them
 - B. he had no sea-power
 - C. he intended to have commercial gains through them
 - D. he wanted to get his army trained through them.

4. The reign of Krishna Devaraya was a glorious epoch particularly because he
 A. extended his empire far and wide
 B. suppressed the internal rebellions
 C. encouraged the development of art, architecture and literature
 D. constructed canals for irrigation. 1
5. The most immediate cause of the downfall of the Vijaynagar Empire was
 A. internal disunity and upheavals
 B. weak administration
 C. the defeat in the battle of Talikota
 D. unity among the neighbouring Muslim rulers. 1
6. The chief reason for the establishment of Vijaynagar kingdom by Harihara Raya and Bukka Raya was to
 A. promote the cultural heritage of the Hindus
 B. stop the further expansion of the Bahamani kingdom
 C. promote trade and commerce with the foreign countries
 D. satisfy the desire of Sri Vidyaranya 1
7. Which one of the following was a common feature of all the four dynasties of the Vijaynagar kings?
 A. friendship with the Portuguese
 B. state patronage to Telugu literature
 C. enmity with the Bahamani kings
 D. annexation of territories by military campaigns. 1
8. Which one of the following is NOT a cause for the defeat of Rama Raya in the battle of Talikota?
 A. disunity among the Hindu kings
 B. unity among the Bahamani rulers
 C. treachery employed by the enemy
 D. shortage of armaments with the soldiers. 1
9. The most significant consequence of the battle of Talikota was
 A. loss of political prestige
 B. annexation of the kingdom by the Muslims
 C. military treaty with the Portuguese
 D. change of capital to Penukonda. 1
10. The feature of our constitution which is also true of Krishna Deva Raya's administration is
 A. presence of the public sector in industry
 B. absence of social discrimination
 C. the supremacy of the judiciary
 D. secular policy of government. 1
11. In the Column 'A' are given the names of the foreign travellers who visited the Vijaynagar Kingdom. In the column 'B' are the names of the some countries. Write in the central column the name of the country to which he belonged.
- | Column 'A' | Central Column | Column 'B' | |
|-----------------|----------------|--------------------|---|
| A. Abdur Kazzaq | | Italy | |
| B. Nicolo Conti | | Persia | |
| C. Paes | | England | |
| D. Nuniz | | Portugal
France | 2 |
- 1
12. Name two territories acquired by Krishan Deva Raya through his conquests. 2
13. Give one point each of the similarity and difference between the contribution of Krishna Deva Raya and Chandragupta Vikramaditya in regard to the patronage to literature. 2

- | | | | |
|--|---|--|---|
| 14. Give two examples to show that the kings of Vijaynagar strove to preserve the 'Hindu' culture | 2 | Deccan in early 14th century facilitate the foundation of Vijaynagar Empire ? Mention any two such conditions ? | 2 |
| 15. Give two contributions of the Vijaynagar kings to which we can attribute the existing harmony among the Hindus and the Muslims in South India. | 2 | 18. How did the teachings and ideas of the Bhakti movement influence the people and the rulers of the Vijaynagar ? | 2 |
| 16. Briefly describe two characteristics of the architecture of Vijaynagar | 2 | 19. What information do we get from the foreign travellers who visited Vijaynagar about the capital, the royal court, the social conditions and the army ? | 4 |
| 17. How did the political conditions of the | | | |

Scoring Key and Marking Scheme

Q. No.	1	2	3	4	5	6	7	8	9	10
	A	C	C	C	C	B	C	D	A	D
S. No.	Expected outline answer					Marks allotted to each point			Total Marks	
11.	a. Persia					$\frac{1}{2}$ mark to each point			2	
	b. Italy									
	c. Portugal									
	d. Italy									
12.	a. Raichur Doab	b. Circars				1			2	
13	a	Similary—Both were authors								1
	b.	Dissimilarity—Chandragupta Vikramaditya patronised only Sanskrit literature. Krishna Deva Raya patronised the literatures of the other languages of the South India, besides Sanskrit.					1			2
14.	a.	Building of new and extension of the old temples					1			
	b.	Patronage to Hindi literature.					1			2
15	a.	State encouragement to joint-participation of the Hindus and the Muslims in the religious celebrations					1			
	b	Religious freedom					1			
	c.	Equality in the employment opportunities to both the Hindus and the Muslims. (any two)								
16.	Any two of the following :									
	a.	Madura style					1			
	b.	Unitary plan					1			2
	c.	Kalyana mandapa put on the left of the courtyard of the temple					1			
	d.	Pavillion and pillar halls.					1			
	e.	Casting of bronze statues.					1			
17.	a	The establishment of several independent states in India against the reactionary policies of Mohammad Bin Tughlaq.					1 mark to each point			
	b.	The fall of the Khilji dynasty created a political vacuum in the Deccan								
	c.	The emergence of brothers like Hari Hara and Bukka was chiefly responsible for the foundation of the Vijaynagar empire								

one mark each to any two of the three-2

Q No.	Expected outline answer	Marks allotted to each point	Total Marks
	d. Conflicts and rivalries among the Muslim States of South-India helped create the new Hindu empire of Vijaynagar (any two)		2
18.	a. The Vijaynagar Kings constructed a number of temples—Vittal Temple	$\frac{1}{2}$ mark to each point	
	b. The Kings presented examples by prohibiting eating of flesh of oxen and cows.		
	c. Vishnu and Krishna Cult of worship got a fillip under the patronage of the Vijaynagar rulers		
	d. The Kings followed a policy of religious tolerance.		2
19.	The capital was strongly built and fortified. A galaxy of nobles, chiefs, priests and provincial governors attended the court. Military strength of the empire was exhibited. Common people lived happily—enjoyed life—duels and sports, as entertainment—Festivals—Priests were respected. Women's position good—Sati—Trade and Commerce developed.		
	a. Construction of the Capital city protection—facilities etc	1	
	b. Life of various categories of citizens, common people, their food, entertainment, social customs, evils of the society	1	
	c. Pomp and grandeur of the royal court	1	
	d. A huge army consisting of a million fighting troops, cavalry, war elephants, etc. were at the command of the King.	1	4

Question-wise Analysis

S. No.	Objective	Specifications	Content Unit	Type of questions [†]	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1.	Knowledge	Recognises	Origin	O	1	1	C	
2	Knowledge	Recalls	The dynasties	O	1	1	C	
3	Knowledge	Recognises	Consolidation	O	1	1	C	
4.	Knowledge	Recognises	Glory	O	1	1	C	
5.	Knowledge	Recalls	Downfall	O	1	1	C	
6.	Understanding	Discriminates	Origin	O	1	1	B	
7.	Understanding	Discriminates	The dynasties	O	1	1	B	
8.	Understanding	Discriminates	Downfall	O	1	1	B	
9.	Understanding	Discriminates	Downfall	O	1	1	B	
10.	Application	Establishes relationship	Consolidation	O	1	1	A	
11.	Knowledge	Recalls	Glory	O	2	2	C	
12.	Knowledge	Recalls	Glory	SA	2	2	C	
13.	Understanding	Compares	Glory	SA	2	3	B	
14.	Understanding	Gives examples	Glory	SA	2	3	B	
15.	Application	Establishes relationship	Glory	SA	2	3	A	
16.	Knowledge	Recalls	Glory	SA	2	3	C	
17.	Understanding	Illustrates	Origin	SA	2	3	B	
18.	Understanding	Illustrates	Glory	SA	2	3	B	
19.	Understanding	Classifies	Glory	E	4	10	B	

[†]E **Essay**
 VSA **Very Short Answer**
 SA **Short Answer**
 Q **Objective**

* 4 **Difficult**
 B **Average**
 C **Easy**

Unit 14 : Akbar's Religious Policy
Maximum Marks : 30

Class : X
Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1. Background and development		2(1)						1(1)		2(1)		2(2)			7
2. Characteristics		2(1)				2(1)						2(2)			6
3. Din- e-Ilahi		2(1)		1(1)						2(1)					5
4. Social Implication		2(1)						1(1)							3
5. Political implications	5(1)														4
6. Administration		2(1)				2(1)									4
Sub-Total	5	10		1		4		2		4		4			30
Total		16				6				8					30

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. 1	Marks : 5
Short Answer (SA)	No. 9	Marks : 18
Very Short Answer (VSA)	No. —	Marks : —
Objective (O)	No. 7	Marks : 7

Scheme of Options: Nil

Scheme of Sections : Nil

UNIT TEST

Akbar's Religious Policy

Max. Marks : 30

Class : X

Time : 40 mts

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II Marks carried by each question are indicated against it.
 - III. In each of the questions 1 to 7 four alternatives A, B, C, and D are given out of which one is correct or the best. To answer these, write the letter indicating the serial letter of the correct response along with the number of the question.
 - IV. Answer to questions 8 to 16 may be limited to 50 words each and that to question 17 to 150 words.
 - V. Answers have to be written on the answer book provided.
1. Which one of the following statements best goes to prove that Akbar respected all religious ?
 - A. He checked the undue influence of the Ulema
 - B. He tried to found a new religion
 - C. He held discussion with wise men of all religions
 - D. There were no religious persecutions during his reign.
 2. Some historians are of the opinion that Akbar did not remain a Muslim during the last years of his life. Which one of the following best supports this view ?
 - A. Akbar presided over such discussions in which tenets of Islam were questioned.
 - B. Followers of Din-e-Ilahi, accosted each other by saying, Allah-o Akbar
 - C. Even Hindus were admitted as members of Din-e-Ilahi
 - D. Akbar believed in the doctrine of the transmigration of soul

3. The issue of the Decree of Infallibility declaring Akbar as Imam-i-Adil was primarily aimed at
 - A. improving social relations between Muslims and Non-Muslims
 - B. enabling Akbar to found Din-e-Ilahi
 - C. increasing the prestige of Mughal Court among Muslim countries
 - D. checking the conflicts between various sects of Islam.
4. Akbar and Ashoka are comparable for
 - A. extending the boundaries of their empires
 - B. establishing diplomatic relations with other countries
 - C. carrying out the policy of social welfare
 - D. separating the civil and religious matters in state policy.
5. "Din-e-Ilahi was monument of folly and not of wisdom". Which one of the following statements is nearest in conformity with the above view ?
 - A. It failed to establish a secular state
 - B. it failed to inspire the Hindus and Muslims alike
 - C. it failed to evolve any coherent religious philosophy
 - D. it failed to win over his Muslim enemies
6. Which one of the following was not necessary expected of the followers of Din-i-Ilahi ?
 - A. To have faith in one supreme God
 - B. To accept Muhammad as the Prophet
 - C. To use Allah-O-Akbar as address of salute
 - D. To take Akbar as *pir* (Guru).
7. Akbar often told his disciples "not to confuse or darken his years with sectarian quarrels, but to follow the rule of the universal peace and regard to religions, (and) not to kill living creatures with one's own hand except in battle or chase". Who of the following is the nearest comparable to Akbar in respect of the circumstances and ideas expressed in the above extract ?
 - A. Ashoka
 - B. Nasiruddin
 - C. Shivaji
 - D. Mahatma Gandhi.
8. "Din-e-Ilahi was not a formal religion". Give two arguments in support of the view.
9. Mention the name, location and a brief description of the building, where Akbar used to have religious discussions
10. It is said that Akbar undermined Islam. Give two examples to support this view point.
11. Point out two principal social reforms attempted by Akbar
12. Give two factors responsible for the disappearance of Din-e-Ilahi soon after Akbar's death.
13. Mention the two influences on Akbar which enlightened him on religious matters.
14. Mention one instance each to show that Akbar was influenced by Jainism and Zoroastrianism.
15. Give two major administrative reforms through which Akbar attempted to remove distinctions, between the Hindus and the Muslims.
16. In which four categories was agricultural land classified during Akbar's time ?
17. How did Akbar's religious policy help in solving some of the political problems of his day.

Scoring Key and Marking Scheme

Q. No.	1	2	3	4	5	6	7
Key	C	D	D	D	B	B	D

Q No.	Expected outline answer	Marks allotted to each point	Total Marks
8.	a. Its followers did not renounce their earlier religion ; even Akbar continued to call himself a Muslim b. It had no organised code and formal organisation c. Membership was very restricted d. It was more or less a personal matter between Akbar and the followers of Din-e-Ilahi (Any two)	2	2
9	Ibadat Khanna, Fatehpur Sikri, a building in red stone with a pillar in the centre of the hall with pathways joining the top of the pillar with gallery	2	2
10.	a. Akbar freely mixed with the wise men of all religions b. He was adopting the ways of other religions. c. He punished the erring Ulemas d. He founded Din-e-Ilahi e. Any other relevant point. (Any two)	2	2
11.	a. Restriction on Sati b. Forbidding of child marriage c. Encouragement to widow remarriage. (Any two)	2	2
12.	a. It was not formely organised and codified. b. It was a personal matter between Akbar and his disciples. c. Akbar's successor, Jahangir was not so deeply interested in it d. It was far ahead of times. (Any two)	2	2
13.	a. Influence of his sufi teachers b. Discussions in the Ibadat Khana c. Influence of his Rajput queens. (Any two)	2	2

Q. No.	Expected outline answer	Marks allotted to each point	Total marks
14.	<i>Jain</i> : Protection of life.	1	2
	<i>Zoroastrian</i> : Worshipping the sun etc	1	
15	a. Appointment of the Hindus to high offices in the Mughal court	1	2
	b. Grant of mansabs to the Hindus	1	
	c. Appointment of Hindus to military posts (Any two)	1	
16	Agricultural land in Akbar's time was classified into 4 categories.		2
	a. Polaj land was that which was regularly cultivated and yielded revenue from year to year	$\frac{1}{2}$	
	b. Parauti was that land which was occasionally left uncultivated so that it might regain its productive capacity during the interval.	$\frac{1}{2}$	
	c. Chachhar was that land which was left uncultivated for 3-4 years	$\frac{1}{2}$	
	d. Banjar was that land which was left uncultivated for 5 or more years.	$\frac{1}{2}$	
17.	a. It won the Rajputs easily.	1	4
	b. Hindus also became helpful.	1	
	c. Warring Muslim sects were checked.	1	
	d. Created a band of followers of his own.	1	

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of Questions	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1.	Application	Selects relevant facts	Characteristics	O	1	1	A	
2.	Application	Establishes relationship	Background and development	O	1	1	A	
3	Understanding	Gives reasons	Background and development	O	1	1	B	
4.	Understanding	Compares	Social implications	O	1	1	B	
5.	Application	Draws inference	Background and development	O	1	1	A	
6.	Knowledge	Recalls	Din-i-Ilahi	O	1	1	C	
7.	Application	Establishes relationship	Characteristics	O	1	1	A	
8.	Application	Selects relevant facts	Din-i-Ilahi	SA	2	3	A	
9.	Knowledge	Recalls	Background	SA	2	3	C	
10.	Application	Analyses	Characteristics	SA	2	3	A	
11.	Knowledge	Recalls	Social implications	SA	2	3	C	
12.	Knowledge	Recalls	Din-i-Ilahi	SA	2	3	C	
13.	Knowledge	Recalls	Background	SA	2	3	C	
14	Application	Selects relevant facts	Characteristics	SA	2	3	A	
15.	Knowledge	Recognises	Administration	SA	2	3	C	
16.	Understanding	Identifies relationship	Administration	SA	2	3	B	
17	Knowledge	Recalls	Political implications	E	5	10	C	

† E Essay
SA Short Answer
VSA Very Short Answer
O Objective

***A** Difficult
B Average
C Easy

Unit 15 : The Rise of the Marathas (During the
Maximum Marks : 25 Seventeenth Century)

Class : X
Time : 40 minutes

BLUEPRINT

Content Unit	Objective Form of Question	Knowledge				Understanding				Application				Skill		Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1	Factors which helped the rise of the Marathas (i) Physical features (ii) Religious stirrs in Maharashtra							1(1)					1(1)			1
2	Marathas and the Deccan Sultanates				2(2)											2
3	Maratha-Mughal relations		2(1)					1(1)			4(2)					7
4	Maratha administration		2(1)		1(1)						5(2)					8
5	Character and achievements of Shivaji			1(1)		5(1)										6
Sub-Total			4	1	3	5			2		9		1			25
Total			8			7				10						25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. 1	Marks : 5
Short Answer (SA)	No. 6	Marks : 13
Very Short Answer (VSA)	No. 1	Marks : 1
Objective (O)	No. 6	Marks : 6

Scheme of Options : Nil

Scheme of Sections Nil

UNIT TEST

The Rise of the Marathas (During the Seventeenth Century)

Max. Marks : 25

Class : X

Time : 40 minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II Marks carried by each question are indicated against it.
 - III. In each of the questions 1 to 6 four alternatives A, B, C and D are given out of which one is correct or the best. To answer these write the letter indicating the serial letter of the correct response along with the number of the question.
 - IV. Answer to questions 7 to 11 may be limited to 50 words each and answer to question 14 to 200 words.
 - V. Answers have to be written on the answer book provided.
1. The physical features of the Deccan could prove helpful to the Marathas mainly because they enabled them in
 - A. amassing vast wealth
 - B. leading a life of luxury
 - C. applying tactics of guerilla warfare.
 - D. acquiring a habit of simplicity. 1
 2. The religious stir in Maharashtra in the Fifteenth and Sixteenth centuries
 - A created caste consciousness among the people
 - B. revived Brahmanical orthodoxy
 - C developed the spirit of tolerance
 - D. laid stress upon the equality of men before God 1
 3. Which one of the following factors helped most the rise of the Marathas in the Deccan ?
 - A. The conquest of Muslim territories of the South
 - B. Their appointments on higher judicial posts
 - C. Their training in the arts of administration and war
 - D. Their insistence to maintain equality in social affairs. 1

4. On the receipt of Afzal Khan's conciliatory letter Shivaji decided to :
 A. accept Afzal's seductive offer of titles and distinctions
 B. adopt an irreconcilable attitude towards Bijapur
 C. fight for his very existence in the Deccan
 D. wage war in self-defence. 1
5. Shivaji fought against the Mughal rulers mainly because he :
 A. wanted to acquire more wealth
 B. thought of carving out an independent Maratha State
 C. wished to free Hindus from Mughal domination
 D. regarded the Mughals as foreign invaders 1
6. In his military organisation Shivaji laid greater emphasis on :
 A. artillery
 B. infantry
 C. navy
 D. forts. 1
7. In what way the surprise attack of Shivaji on Shayista Khan greatly enhanced his prestige? Give two of his important gains through this event. 2
8. Explain two important terms of the treaty of Purandhar of 1665. 2
9. Give any two considerations that may have weighed with Shivaji to motivate him to visit the Mughal court at Agra. 2
10. Briefly explain the social and political importance of Shivaji's coronation 2
11. Give two features that distinguish 'Chauth' from 'Jaziyah'. 2
12. Below are given some statements relating to Shivaji and his administration.
 A. Rise from the position of the son of a petty jagirdar to that of a king.
 B. Members of the ministry were expected to be military commanders.
 C. Great care of and respect to women prisoners.
 D. The state was a military organisation which was swept away by the very forces which had brought it into existence.
- Put in Column 2 the serial letter of the statement relevant to the Muslim rulers given below.
- | | | |
|----|-----------|--|
| 1. | Allauddin | |
| 2. | Sher Shah | |
| 3. | Akbar | |
13. Mention the names of any two illustrious Indian rulers and able administrators who like Shivaji had very little formal education. 1
14. Briefly describe Shivaji as a man, a king, an administrator and a warrior. 5

Scoring Key and Marking Scheme

Q No.	1	2	3	4	5	6
Key	C	D	D	D	B	D

S. No.	Expected outline answer	Marks allotted to each point	Total Marks
7.	a. The defeat of Shayista Khan not only resulted in his removal from the Deccan but also gave a great blow to the power and prestige of the Mughals. On the other hand Shivaji became very famous.	1	
	b. Encouraged by his success against Shayista Khan Shivaji invaded and looted Surat which not only enhanced his treasury but increased his prestige.	1	2
8.	a. Shivaji agreed to surrender 23 of his forts.	1	
	b. Shivaji's son Shambhuji was to be enrolled among the Panjhazari Mansabdars in the Mughal Court.	1	
	c. Shivaji was to pay to the emperor 40 lakhs of huns	1	
	d. Shivaji agreed to assist the Mughals in their war against Bijapur.		
	(Any two)	1	2
9.	Shivaji agreed to go to Agra because :		
	a. he wanted to see what the emperor and his court were like.	1	
	b. he wanted to know the sources of the Mughal strength	1	
	c. a visit to the imperial court could indirectly help Shivaji to carry into effect his scheme of conquest.	1	2
	(Any two)		
10.	a. Shivaji's coronation proclaimed to the world around that an independent Hindu Kingdom had been established in the teeth of Muslim opposition.	1	
	b. It was a bold challenge to Mughal imperialism.	$\frac{1}{2}$	
	c. To the Hindu mind it recalled the greatness and grandeur of the Vijayanagar empire.	$\frac{1}{2}$	2

S. No.	Expected outline answer	Marks allotted to each point	Total Marks
11.	<p>a. Dr S.N. Sen holds that the Chauth was a military contribution exacted by a military leader. The exigencies of the situation justified it.</p> <p>b. Dr. J.N Sarkar is of the opinion that the Chauth was only a means of buying off a robber.</p> <p>c. According to Dr. Ishwari Prasad the Chauth was paid to ward off an attack of the Marathas and so to prevent their reappearance in a country.</p> <p>(Any two)</p> <p>Jaziyah was a tax levied by Muslim rulers on their non-Muslim subjects in lieu of the protection granted to them. The tax had the sanction of the religion.</p>	<p>1</p> <p>1</p> <p>1</p>	2
12.	<p>1. Alauddin D</p> <p>2. Sher Shah A</p> <p>3. Akbar B</p>	<p>1</p> <p>1</p> <p>1</p>	3
13.	<p>a. Akbar</p> <p>b. Harder Ali</p> <p>c. Ranjit Singh (Any two)</p>	<p>2</p>	2
14.	<p>The following points are to be stressed upon :</p> <p>a. Even though Shivaji was illiterate, he possessed creative genius of a high order.</p> <p>b. He was a great statesman and general. He evolved order out of chaos, united the scattered Marathas into a nation, and led them on to the heights of glory of which they had never dreamt before.</p> <p>c. He was a rare admixture of the ideal and the practical. As the champion of cows and Brahmins he appealed to the traditional religious impulses of the Hindu race and succeeded in organising an effective protest against Muslim bigotry.</p>	<p>1</p> <p>1</p> <p>↓</p>	5

Q. No	Expected outline answer	Marks allotted to each point	Total Marks
d.	He possessed the unfailing sense of reality in politics. He organised an administration which was in many respects more efficient than that of the Mughals. He gave the Marathas peace and order and a political and social system which enabled them to defy Aurangzeb's orders.	1	
e.	In private life Shivaji maintained a high standard of morality. He was a shrewd judge of men and matters. In diplomacy and state craft he had few equals in his age. Though intensely devoted to his religion, he showed respect to Islam also. According to Dr J.N. Saikar he was a great nation builder.	1	5

Question-wise Analysis

S. No	Objective	Specification	Content Unit	Type of Questions†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1	Application	Establishes relationship	Physical features	O	1	1	A	
2	Understanding	Identifies relationship between cause and effect	Religious stir	O	1	1	B	
3	Knowledge	Recognises	Marathas and the Deccan Sultanates	O	1	1	B	
4	Knowledge	Recalls	Marathas and the Deccan Sultanates	O	1	1	C	
5	Understanding	Discriminates	Maratha-Mughal relations	O	1	1	B	
6	Knowledge	Recalls	Maratha Administration	O	1	1	C	
7	Application	Advances arguments	Maratha-Mughal relations	SA	2	3	A	
8	Knowledge	Recalls	Maratha-Mughal relations	SA	2	2	C	
9	Application	Advances arguments	Maratha-Mughal relations	SA	2	3	A	
10	Knowledge	Recalls	Maratha Administrations	SA	2	2	C	
11	Application	Advances arguments	Maratha Administration	SA	2	3	A	
12	Application	Selects relevant facts	Maratha Administration	SA	3	3	A	
13	Knowledge	Recalls	Character and achievements	VSA	1	1	C	
14	Understanding	Summarises	Character and achievements	E	5	15	B	

†E Essay
 SA Short Answer
 VSA Very Short Answer
 O Objective

*A Difficult
 B Average
 C Easy

Unit 16 : The Establishment and Expansion
of British Rule in India

Class : X

Time : 38 + 2 = 40 minutes

Maximum Marks : 30

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1. Condition of India on the eve of British conquest				8(1)											8
2. Advent of Europeans				4(1)		2(1)									6
3. Rivalry among the European powers and British success									4(1)						4
4. British supremacy in Bengal						2(1)									2
5. Expansion of British Rule in other parts of India						2(1)		8(1)							10
Sub-Total				12		6		8	4						30
Total			12			14			4						30

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. 1	Marks: 4
Short Answer (SA)	No. 3	Marks: 6
Very Short Answer (VSA)	No. —	Marks: —
Objective (O)	No. 3	Marks: 20

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

The Establishment and Expansion of British Rule in India

Max Marks : 30

Class : X

Time : 40 Minutes

GENERAL INSTRUCTIONS

- I All questions are compulsory.
- II. Marks carried by each question are indicated against it
- III. Answer to questions 11 to 13 may be limited to 50 words each.
- IV. Answers have to be written on the answer book provided.

1-8. Below are given some statements regarding the political or social or economic condition of India on the eve of British rule. Write 'T' against those which are true, 'F' against those which are false.

A The zamindars had become very powerful in northern India,

B The cult of spells and magic was getting popular among the masses.

C. Every village had got a Pathshala and a Madarsa for the education of children

D Most of the writings in Hindi and Sanskrit was done in prose form.

E. The Indian goods were exported to most of the European countries

F. Hyderabad, Oudh and Bengal had become independent of the Delhi Emperor.

G. When Nadir Shah invaded India, the Marathas gave a tough fight.

H. Life and property of the people in general were not secure.

- 9 The expansion of British rule in India was the result of various policies towards the States at different stages. Below are given the names of some States and the policies have been indicated in other columns. Put the number given against the policies against each State

States	Doctrine of Lapse (i)	Conquest by arms (ii)	Annexation on some other excuse (iii)	Not applicable (iv)
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- A. Satara
B. Oudh
C. Punjab
D. Tanjore
E. Nagpur
F. Sind
G. Afghanistan
H. Jhansi

- 10 On the given outline map of India show one place of early settlement of each of the (a) British, (b) Portuguese, (c) Dutch and (d) French power

4

11. State two important factors which were responsible for the failure of the Marathas against the British.

2

12. Give two arguments to show that the battle of Buxar proved more decisive than

the Battle of Plassey in the establishment of the British Rule in India.

2

- 13 State any two most important reasons why the Europeans were keen to trade with India ?

2

- 14 "Neither Alexander the Great nor Napoleon could have won the empire of India by starting from Pondicherry as a base and contending with the power which held Bengal and command of the sea".

The above observation has been made by a historian with reference to the Anglo-French struggle in India and the ultimate success of the British. Read it carefully and answer the following questions.

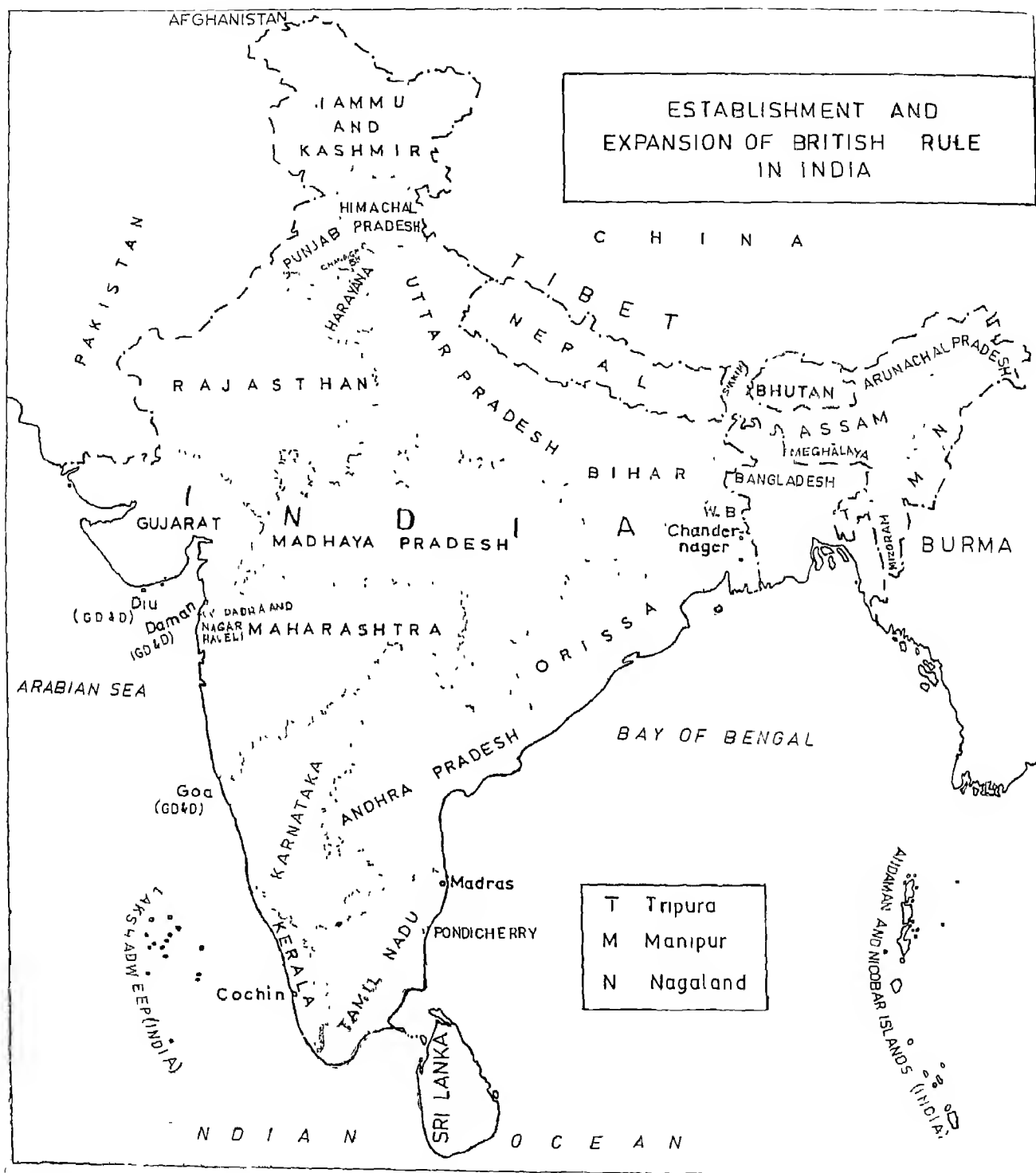
- In what part of India did the British have a firm footing ?
- What part of India was under the French possession ?
- The possession of which part of India is implied here to be the most essential for establishing an empire in India ?
- Since both the British and the French had their base on the mainland of India, why is the command of the sea considered most necessary ?

4

Scoring Key and Marking Scheme

Q. No.	1	2	3	4	5	6	7	8
Key	F	T	F	T	T	F	T	T

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
9.	A. 1 B. iii C. ii D. iii E. i F. ii G. iv H. 1	1 for each	8
10.	(Any one place from each group) a. Fort St. David, Madras, Vizagapatam b. Goa, Daman, Diu. c. Chinsura, Cochin, Nagapatanam d. Pondicherry, Chandranagar, Musulipattan	1 1 1 1	4
11.	a. The Marathas discarded old tactics of war. b. Dependence on the foreigners for defence. c. Revival of Jagir system undermining the unity. d. Unsound and unsatisfactory economic condition of the State. e. Efficient military organisation of the British.	1 1 1 1 1	2
	(Any two)		



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The territorial waters of India extended into the sea to a distance of twelve nautical miles measured from the appropriate base line.

The boundary of Meghalaya shown on this map as interpreted from the North-Eastern Areas (Reorganisation) Act, 1971, but has yet to be verified.

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
12	<p>a The British victory at Plassey did not prove their military superiority where as the Battle of Buxar demonstrated the superiority of the British arms</p> <p>b As a result of the treaty that followed, the real administration of Bengal passed into the hands of the British</p> <p>c The emperor of Delhi was defeated at Buxar and was made to sign a treaty (Any two)</p>	<p>1</p> <p>1</p>	2
13.	<p>a The Indian-finished goods were in great demand and had a very profitable market in Europe</p> <p>b Indian raw material was in great demand in Europe.</p> <p>c. They wanted to establish commercial supremacy in Europe. (Any two)</p>	<p>1</p> <p>1</p> <p>1</p>	2
14.	<p>a. Bengal</p> <p>b Pondicherry</p> <p>c Bengal</p> <p>d. With a strong navy the British could send a constant supply of men and goods.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	4

Question-wise Analysis

S. No.	Objective	Specifications	Content Unit	Type of questions*	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level†	Remarks
1	Knowledge	Recognises	Condition of India on the eve of British conquest	O	8	$\frac{1}{2}$	C	
2	Knowledge	Recognises	Condition of India on the eve of British conquest	O	8	$\frac{1}{2}$	C	
3	Knowledge	Recognises	Condition of India on the eve of British conquest	O	8	$\frac{1}{2}$	C	
4	Knowledge	Recognises	Condition of India on the eve of British conquest	O	8	$\frac{1}{2}$	C	
5	Knowledge	Recognises	Condition of India on the eve of British conquest	O	8	$\frac{1}{2}$	C	
6	Knowledge	Recognises	Condition of India on the eve of British conquest	O	8	$\frac{1}{2}$	C	
7	Knowledge	Recognises	Condition of India on the eve of British conquest	O	8	$\frac{1}{2}$	C	
8	Knowledge	Recognises	Condition of India on the eve of British conquest	O	8	$\frac{1}{2}$	C	
9	Understanding	Classifies	Expansion in other parts of India	O	8	8	A	
10	Knowledge	Information on map	Advent of the Europeans	O	4	4	B	
11	Understanding	Discriminates	Expansion in other parts of India	SA	2	4	B	
12	Understanding	Compares and contrasts the events	British supremacy in Bengal	SA	2	6	A	
13	Understanding	Discriminates	Advent of European powers in India	SA	2	4	C	
14	Application	Interprets	Rivalry among the European powers and British success	E	4	8	A	

†E Essay
 VSA Very Short Answer
 SA Short Answer
 O Objective

*A Difficult
 B Average
 C Easy

Unit 17 : The Revolt of 1857
Maximum Marks : 30

Class : X
Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1 Pre-revolt anti-British resentment in some parts of the country		2(1)													2
2 Causes of the Revolt						2(1)		2(2)							4
3 Course and events of the Revolt				9(5)				4(1)							13
4. Causes of the failure of the Revolt		2(1)													2
5, Nature and effects of the Revolt	5(1)					2(1)				2(1)					9
Sub-Total	5	4		9		4		6		2					30
Total			18				10				2				30

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. 1	Marks : 5
Short Answer (SA)	No. 5	Marks : 10
Very Short Answer (VSA)	No. —	Marks : —
Objective (O)	No. 8	Marks : 15

Scheme of Options : Nil

Scheme of Sections ; Nil

UNIT TEST

The Revolt of 1857

Max. Marks : 30

Class : X

Time : 40 mts.

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it.
 - III. In each of the questions 1 to 5 four alternatives A, B, C, and D are given out of which one is correct or the best. To answer these, write the letter indicating the serial letter of the correct response along with the number of the question.
 - IV. Answer to questions 9 to 13 may be limited to 50 words each, and that to question 14 to 150 words.
 - V. Answers have to be written on the answer book provided.
1. The most immediate and precipitating political cause of the Revolt of 1857 was :
 - A. the enforced use of greased cartridges by the army.
 - B. the British refusal to continue Nana Sahib's pension.
 - C. the absorption of Nagpur and Satara in the British Empire.
 - D. the annexation of Oudh by the British.1
 2. Which one of the following events relating to the Revolt of 1857 occurred first ?
 - A. The hanging of Tantia Topey
 - B. The murder of captives and flinging their bodies in a well.
 - C. The massacre of English men, women and children on board a river-boat.
 - D. The shooting of the Mughal princes.1
 3. Which one of the following events was not connected with the Revolt of 1857 ?
 - A. The blowing of Kashmiri Gate.
 - B. The siege of Lucknow Residency.
 - C. The Punjab Wars.
 - D. The death of General Neill.1

4 The last Mughal Emperor died at :

- A. Delhi
- B. Agra
- C. Lahore
- D. Rangoon.

Write the names of these advisers in column 2 against the name of their rulers given in column 1

1

Column 1

Column 2

The Scindia of Gwalior
The Nizam of Hyderabad
The King of Nepal
The Nawab Vazir of Oudh

4

5. Below are given some statements relating to the Revolt of 1857 Which one of them is absolutely correct ?

- A. The revolt began because Bahadur Shah wanted to be the Emperor of India.
- B. The fort of Allahabad was defended by the Sikhs and Oudh forces
- C. The Scindia of Gwalior helped the rebels with men and money
- D. The greased cartridges fumed into a fierce and devouring flame of discontent among the Indian soldiers.

1

8. In the given outline map of India locate four important places connected with the revolt of 1857.

2

9. The conservative sections of the Indian people were alarmed by the rapid spread of western civilization in India in the pre-revolt period. Give two examples of the steps taken by the British which precipitated the revolt.

2

6. Below are given the names of some prominent actors in the Revolt of 1857

- A. Azimullah Khan
- B. Nana Sahib
- C. Kunwar Singh
- D. Zeenat Mahal
- E. Sir Hugh Rose.

Put their names in column 2 against the names of the places given in column 1 with which their name is associated.

Column 1

Column 2

Delhi
Jagdishpur
Jhansi
Kanpur

4

10. Some historians observe that the Revolt of 1857 was bound to fail because of some basic limitations in the strategies and operations of the insurgents. Enumerate any two of these drawbacks.

2

11. The revolt of 1857 left some indirect outcomes in its trail. Mention two such effects.

2

12. There are two prevalent schools of thought among the historians about the revolt of 1857. Some consider it as a military mutiny while others hold that it was a War of Independence. Which one of the above two views you hold as more correct ? Give two reasons in support of your answer.

2

13. Mention any two uprisings against the British which took place in India before the revolt of 1857.

2

7. The names of some prominent advisers who played an important role in the Revolt of 1857 have been given below :

- A. Ahmed Ullah
- B. Sir Dinkar Rao
- C. Sir Salar Jang
- D. Sir Jang Bahadur.

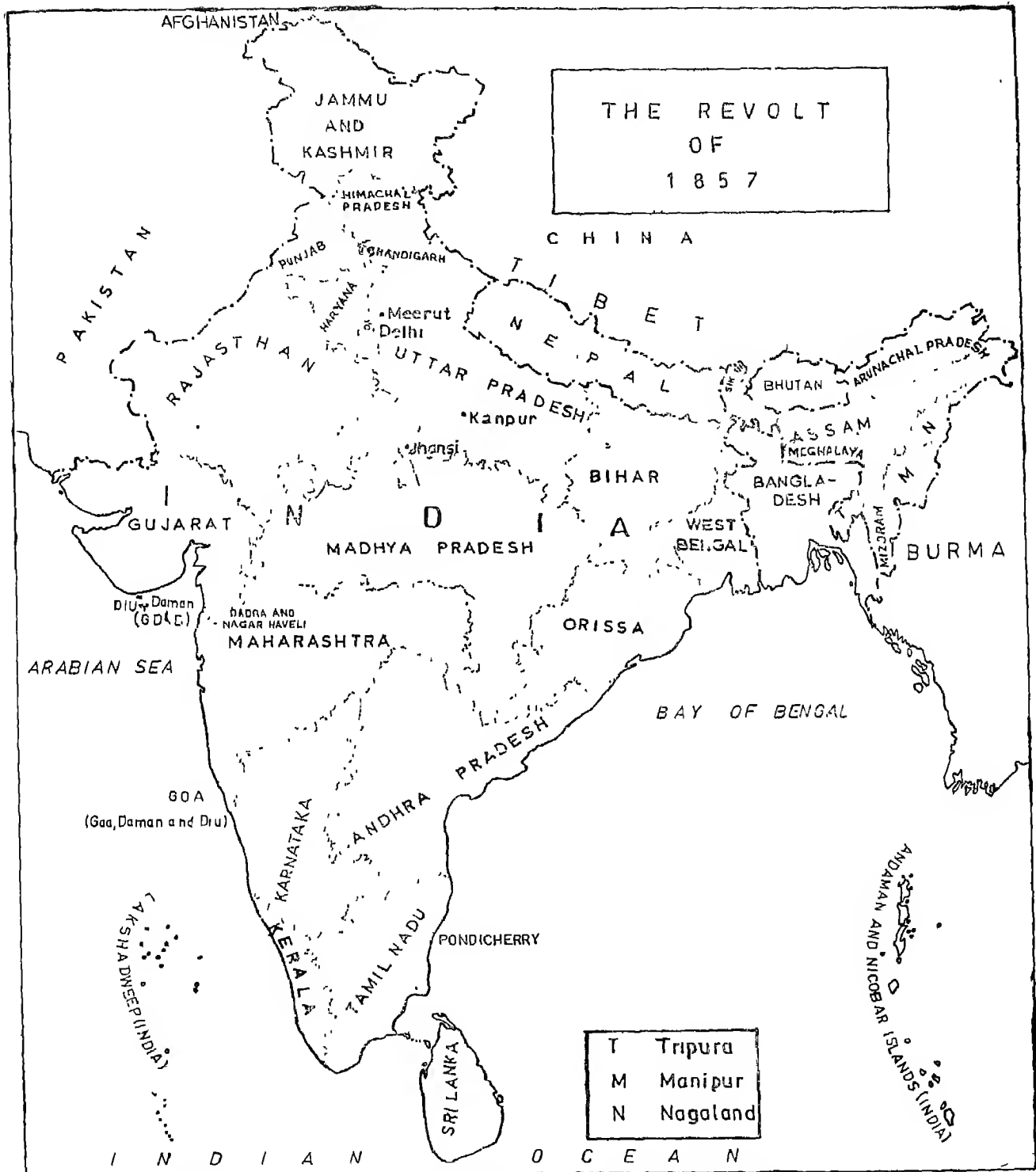
14. "For more reasons than one, the Revolt marks a turning point in the history of India". In the light of the above statement, explain any two changes that resulted from the Revolt in the administrative policies of the British Government and their approach to Indians and their problems.

5

Scoring Key and Marking Scheme

Q. No.	1	2	3	4	5
Key	D	D	C	D	D

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
6.	a. Delhi Zeenat Mahal	1	
	b. Jagdishpur Kunwar Singh	1	
	c. Jhansi Sir Hugh Rose	1	
	d. Kanpur Nana Sahib	1	4
7.	a. The Scindia of Gwalior Sir Dinkar Rao	1	
	b. The Nizam of Hyderabad Sir Salar Jang	1	
	c. The King of Nepal Sir Jang Bahadur	1	
	d. The Nawab Vazir of Oudh Ahmad Ullah	1	4
8.	a. Jhansi	$\frac{1}{2}$	
	b. Delhi	$\frac{1}{2}$	
	c. Meerut	$\frac{1}{2}$	
	d. Kanpur	$\frac{1}{2}$	2



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The boundary of Meghalaya shown on this map is as interpreted from the North-Eastern Areas (Reorganisation) Act, 1971, but has yet to be verified.

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
9.	Any two the following :		
	a. invention of railways and telegraph.	1	
	b. extension of western education.	1	
	c. abolition of the practices of Sati and infanticide.	1	
	d. legislation for widow remarriage' (Any two)	1	2
10.	Any two of the following basic causes of failure.		
	a. Inferior military equipment of the insurgents.		
	b. The insurgent failed to understand the significance of contemporary scientific improvements, such as telegraph system and postal communications of which the British took the greatest advantage.		
	c. The insurgents could not secure the unstinted and universal support of the civil population in all parts of the country.		
	d. Comparative lack of efficient leadership among the insurgents, while the British had such wise and experienced leaders as Lawrence, Outram, Havelock, Nicholson and Neill. (Any two)		2
11.	Any two of the following indirect effects of the Revolt.		
	a. A feeling of hostility in the minds of some Indians and Englishman in India.		
	b. The growing racial discrimination between the two races.		
	c. The rise of extremism in Indian politics due to the above factors. (Any two)		2
12.	a. The Revolt was a military outbreak because :		
	i. it was never all India in character.	1	
	ii. it was localised, restricted and poorly organised.	1	
	iii. only one of the three provincial armies mutinied.	1	
	iv. many of the important Indian princes sided with the English.	1	

Q. No	Expected outline answer	Marks allotted to each point	Total Marks
	b. The revolt could be considered as a national movement because	1	2
	1. in some of the areas not only the ruling class but a section of the general population had sympathy, if not actively they cooperated with the insurgents. Such areas were Oudh, parts of Bihar and Central India.		
	ii. both the major communities of India (Hindus and Muslims) took a joint stand against the foreigners.	1	
	iii. they were actuated by the common goal of ousting the foreigners. (Any two)	1	
13.	a. Bareilly rising 1816 A.D.	1	
	b. Chota Nagpur & Palamu rising 1831-32 A.D.	1	
	c. Barasat (Bengal) disturbance under Syed Ahmed , 1831 A.D.	1	
	d. Faridpur (Bengal) rising under Deedoo Meer 1847 A.D.	1	
	e. Moplah outbreak 1849 to 1855 (Any two)	1	2
14.	a The control of the Indian Government was finally assumed by the Crown by the Act of 1858. The Act provided that "India shall be governed by, and in the name of the Sovereign through one of the Secretaries of State assisted by a council of fifteen members". The Governor General received the new title of Viceroy. The Queen's Proclamation confirmed the treaties and engagement of the E.A. Co., with the Indian princes; proclaimed a policy of justice, benevolence and religious toleration,		

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
	b. The army was thoroughly reorganised and the idea of division and counterpoise dominated British Military policy in India. The Presidency armies were kept entirely separate and the European element in them was strengthened.		
	c. The British Government now took up a new attitude towards the Indian States. These States had henceforth to recognise the paramouncy of the British Crown and were to be considered as parts of a single charge.		
	d. One indirect effect of the Revolt was the birth and rise of extremism in Indian politics.		
	(Any two)		5

Question-wise Analysis

S. No.	Objective	Specifications	Content Unit	Type of Questions†	Marks allotted	Estimated time for answering in minutes	Estimated difficulty level*	Remarks
1.	Understanding	Discriminates	Causes of the Revolt	O	1	1	B	
2.	Knowledge	Recalls	Course and Events	O	1	2	C	
3.	Knowledge	Recalls	Course and Events	O	1	1	C	
4.	Knowledge	Recalls	Course and Events	O	1	1	C	
5.	Understanding	Discriminates	Causes of the Revolt	O	1	2	B	
6.	Understanding	Identifies relationship	Course and Events	O	4	2	B	
7.	Knowledge	Recognises	Course and Events	O	4	2	C	
8.	Knowledge	Shows information on the map	Course and Events	O	2	3	C	
9.	Understanding	Identifies relationship to cause and effect	Causes of the Revolt	SA	2	2	B	
10.	Knowledge	Recalls	Causes of failure	SA	2	2	C	
11.	Understanding	Identifies relationship to cause and effect	Effects of the Revolt	SA	2	2	B	
12.	Application	Interprets with implications	Nature of the Revolt	SA	2	4	A	
13.	Knowledge	Recalls	Pre-Revolt anti-British resentment in India	SA	2	2	C	
14.	Knowledge	Recalls	Effects of the Revolt	E	5	12	C	

†E Essay
 SA Short Answer
 VSA Very Short Answer
 O Objective

*A Difficult
 B Average
 C Easy

Unit 18 : Social and Economic Development in India on the Eve of Independence

Class : X
Time : 40 minutes

Maximum Marks : 25

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1 Religious and social weaknesses		2(1)								2(1)					4
2 Dawn of new era								1(1)							1
3. Religious and social reform movements						4(2)									4
4. State efforts to improve social condition			1(1)			2(1)									3
5. Role of voluntary agencies in social reforms								5(1)							5
6. Economic conditions and policy up to the end of 19th century										4(2)					4
7. Development of Trade and Industry upto 1947										4(2)					4
Sub-Total		2	1			6		6		10					25
Total		3				12				10					25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. —	Marks : —
Short Answer (SA)	No. 9	Marks : 18
Very Short Answer (VSA)	No. 1	Marks : 1
Objective (O)	No. 2	Marks : 6

Scheme of Options: Nil
Scheme of Sections : Nil

UNIT TEST

Social and Economic Development in India on the Eve of Independence

Max Marks : 25

Class : X

Time : 40 Minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
- II. Marks carried by each question are indicated against it.
- III. In question 1 four alternatives A, B, C and D are given out of which one is correct or the best. To answer these write the letter indicating the serial letter of the correct response along with the number of the question.
- IV. Answers to questions 3 to 7 and 9 to 12 may be limited to 50 words each.
- V. Answers have to be written on the answer book provided.

1. The most important factor leading to a new awakening among the Indian people in the early nineteenth century was,

A. The preaching of the Christian missionaries

B. The introduction of English education

C. The reforms of the Raja Ram-mohan Roy

D. The influence of the Indian Press.

1

2. Below are given the names of some social reformers and also the organisations which they founded. Put correct letter of the organisation against the related serial number of the names of the founder

i. N. M. Joshi	A. Bhil Seva Mandal
ii. Gopal Krishna Gokhale	B. Women's University of Poona
iii. D. K. Karve	C. Seva Samity Boy Scouts Association

D. All India Trade Union Congress

iv. A. V. Thakar	E. Servants of Indian Society
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v. Sri Ram Bajpaye	F. Deccan Education Society
--------------------	-----------------------------

5

- | | | | |
|---|--|--|--|
| <p>3. Give two most important factors which were responsible for the weakening of Indian Society in the eighteenth century.</p> <p>4. Mention two obstacles which deterred a Hindu youth of the nineteenth century from going to England either for professional training or for the Civil Services Examination.</p> <p>5. How did (a) Arya Samaj and (b) Brahmo Samaj react to the spread of western ideas in India ?</p> <p>6. In what respect the teachings of Rama Krishna Paramhans differed from those of Swami Dayanand Saraswati ?</p> <p>7. Why had the British Govt. in India followed a policy of benevolent neutrality in religious and social matters from the very beginning of their rule ? What considerations impelled Lord Bentinck to give up that policy ?</p> <p>8. Mention two legislations of the British Govt. in India which helped in improving the lot of Indian women.</p> <p>9. The trade monopoly of the East India Company was abolished in 1813 and all</p> | <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p> | <p>European nations were allowed to trade with India. But the British nations virtually possessed the monopoly till the end of the nineteenth century ? How do you account for this state of affairs ? Mention only two factors.</p> <p>10. Substantiate the statement that the free trade policy of the British in the nineteenth century operated favourably to them and unfavourably to the Indian industry.</p> <p>11. Notwithstanding all measures of control, regulation of price, Government procurement and distribution of essential supplies like food, kerosene, sugar and the total rationing imposed on town after town and province after province, prices continued to soar, black market flourished and corruption knew no bounds.</p> <p>Read the above statement and answer the following questions :</p> <p>11. How can you infer that this statement relates to the period immediately preceeding the era of Independence ?</p> <p>12. What was the main factor responsible for this deplorable economic condition ?</p> | <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> |
|---|--|--|--|

Scoring Key and Marking Scheme

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
1.	B.	1	1
2.	i. D	1	
	ii. E	1	
	iii. B	1	
	iv. A	1	
	v. C	1	5
3.	a. Rigid social customs which had outlined their utility (e.g. caste superiority).	1	
	b. Keeping aloof from the rest of the world, e.g., sea-voyage was prohibited, disinterestedness of the people in the progress of the world.	1	
	c. Exploitation of the people in the name of religion, superstitions, Tantrik philosophy, magic etc.	1	
	d. Social evils like human sacrifice, female infanticide and Sati.	1	2
	(Any two)		
4.	a. Sea-voyage was strictly prohibited. Those who undertook sea-voyage were required to pay a very heavy penalty.	1	
	b. They could not afford to meet the expenses of a sea-voyage. It was too expensive to be within the reach of even affluent class in general.	1	2
5.	a. The Arya Samaj opposed the western ideas	1	
	b. The Brahmo Samaj welcomed the western ideas.	1	2
6.	Rama Krishna Pramhans considered all religions to be true. Man should follow their own religion. The Hindu should follow Hinduism.	1	
	Swami Dayanand Saraswati believed and preached that true religion was contained in the Vedas alone.	1	2

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
7	a. Being foreigners, they were afraid of antagonising the subjects by interfering in their social and religious matters.	1	
	b. Considerations of humanity and willingness to cooperate with the advanced Hindu reformers like Raja Ram Mohan Roy.	1	2
8	a. Abolition of Sati by Regulation XVII of Bengal.	$\frac{1}{2}$	
	b. Age of Consent Act 1891	$\frac{1}{2}$	
	c. The Act III of 1872 sanctioned widow re-marriage and intercast marriage. (Any two)	$\frac{1}{2}$	1
9.	a. Naval supremacy of the British	1	
	b. Political domination of the British over India.	1	2
10.	The British Government in India did not impose any import duty on the manufactured goods coming from England on the plea of free-trade. This gave them an advantage over the Indian goods. The result was that industry in India began to decline.	2	2
11.	In the pre-Independence period there was total rationing in the towns and secondly, present States were known as provinces before 1947.	2	2
12.	The Second World War had badly affected the economy of the country, her meagre resources were drained to fight the war.	2	2

Question-wise Analysis

S. No.	Objective	Specifications	Content Unit	Type of question†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1.	Understanding	Discriminates	Dawn of New Era	O	1	1	B	
2	Understanding	Identifies relationship	Role of Voluntary agencies in social reform	O	5	3	B	
3.	Application	Advances arguments	Religious and social weaknesses	SA	2	3	A	
4.	Knowledge	Recalls	Religious and social weaknesses	SA	2	3	C	
5	Understanding	Illustrates trends	Religious and Social Reform Movements	SA	2	3	B	
.	Understanding	Contrasts	Religious and Social Reform Movements	SA	2	3	B	
7.	Understanding	Contrasts	State efforts to improve social conditions	SA	2	4	B	
8.	Knowledge	Recalls	State efforts to improve social conditions	VSA	1	1	C	
9.	Application	Advances arguments	Economic conditions etc upto 1900	SA	2	4	A	
10.	Application	Advances arguments	Economic conditions etc. upto 1900	SA	2	4	A	
11.	Application	Analyses	Development of Trade and Industry upto 1947	SA	2	2	A	
12.	Application	Analyses	Development of Trade and Industry upto 1947	SA	2	2	A	

†E Essay
VSA Very Short Answer
SA Short Answer
O Objective

*A Difficult
B Average
C Easy

Unit 19 : Lord William Bentinck
Maximum Marks : 25

Class : X
Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1 Revenue Reforms	5(1)		1(1)					1(1)		2(1)					9
2 Administrative Reforms		2(1)				2(1)		1(1)							5
3 Social Reforms		2(1)					2(2)			2(1)					6
4. Controversy between Anglicists and Orientalists		2(1)					1(1)	1(1)				1(1)			5
Sub-Total	5	6	1			2	3	3		4		1			25
Total		12				8				5					25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary

Essay (E)
Short Answer (SA)
Very Short Answer (VSA)
Objective (O)

No. 1
No. 6
No. 4
No. 4

Marks : 5
Marks : 12
Marks : 4
Marks : 4

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

Lord William Bentinck

Max Marks : 25

Class : X

Time : 40 Minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II Marks carried by each question are indicated against it.
 - III In each of the questions 1 to 4 four alternatives A, B, C, and D are given, out of which one is correct or the best. To answer these write the letter indicating the serial letter of the correct response along with the number of the questions.
 - IV. Answer to questions 5 to 8 may be limited to a word, a phrase or a sentence, to questions 9 to 14 to 50 words and to question 15 to 150 words.
 - V. Answers have to be written on the answer book provided.
-
1. Which one of the following judicial measures of William Bentinck was the most useful for the people ?
 - A. Abolition of the use of Persian language in the court
 - B. Introduction of regional language in the court
 - C. Creation of the post of Sadar Amin in the court
 - D. Combination of executive and judiciary powers in the post of collector. 1
 2. Which one of the following was not a part of the administrative reforms of William Bentinck ?
 - A Reduction in the pay of the officers
 - B Retrenchment of the employees
 - C. Introduction of land settlement
 - D. Levy of tax on opium. 1
 3. Which one of the following reasons motivated Ram Mohan Roy to support Bentinck in the introduction of English in India ?
 - A To gain Bentinck's favour
 - B. To do away with superstition
 - C. To enrich the knowledge of Indians
 - D. To westernise India. 1

- | | | | |
|--|---|---|---|
| 4. Lord William Bentinck's main motivation in introducing English education in India was mainly with a view to | | 9. Give two measures of social reforms introduced by William Bentinck. | 2 |
| A. expanding British empire in India | | 10. Give two main reasons why the landlords and aristocrats were in favour of the suppression of the thugs ? | 2 |
| B. minimising the sufferings of the Indians | | 11. In which two ways was the settlement of land during Bentinck's period beneficial to the tenants and the Government ? | 2 |
| C. initiating Indians to the British way of thinking. | 1 | 12. In which two ways did the introduction of regional languages in the courts help the people ? | 2 |
| D. satisfying Ram Mohan Roy and his supporters. | | 13. State any two of Lord William Bentinck's administrative reforms | 2 |
| 5. Why the Hindu widows used to sacrifice their lives on the funeral pyres of their deceased husbands ? | 1 | 14. Give any two measures through which Lord William Bentinck resolved the controversy between the Anglicists and the Orientalists. | 2 |
| 6. Why was Ram Mohan Roy a great help to William Bentinck in his social reforms ? | 1 | 15. Mention any five measures adopted by Lord William Bentinck to improve the financial position of the East India Company | 2 |
| 7. Give one reason of the deterioration in the financial position of the East India Company when Lord William Bentinck took over as the governor ? | 1 | | |
| 8. In which one way did the English education prove beneficial to the Indians ? | 1 | | |

Scoring Key and Marking Scheme

Q No	1	2	3	4
Key	B	B	D	C
Q. No.	Expected outline answer		Marks allotted to each point	Total Marks
5.	Social custom		1	1
6	He was a prominent Indian who wanted to improve the condition of Indians		1	1
7	Frequent wars waged by Governors		1	1
8.	Indians came in contact with Western culture.		1	1
9	a	Abolition of Sati	1	2
	b	Suppression of thugs.	1	
10.	a	For the safety of their lives and property	1	2
	b.	For making their trade and commerce safe.	1	
11	a.	Tenants were assured of the little over land.	1	2
	b.	Government was assured of a fixed revenue.	1	
12.	a.	People could understand the court language.	1	2
	b.	They could convey their feelings to the judges	$\frac{1}{2}$	
	c.	They could not be cheated by the lawyers.	$\frac{1}{2}$	
13.	a	Appointment of collectors and commissioners.	1	2
	b	Appointment of Indians as Sadar Amins.	1	
	c.	Abolition of camp and appellate courts.	1	
	d.	Combination of executive and Judiciary in post of Collectors	1	
	e.	Appointment of Indians for the first time as higher responsible officers.	1	

(Any two)

Q. No	Expected outline answer	Marks allotted to each point	Total Marks
14.	a. He took the advice of Macaulay who was the law member of the Council.	1	
	b. He passed the orders in 1835 to introduce English Education in India.	1	
	c. Ram Mohan Roy also welcomed his decision.	1	2
	(Any two)		
15.	a. Reduced the pay of civil and military officers.	1	
	b. Increased the land revenue in N.W. Frontier province by means of land settlement	1	
	c. Checked the forged rent-free deeds and realised money from these deed holders	1	
	d. Introduced taxation on opium	1	
	e. Curtailed expenditure in the East India Company	1	5

Question-wise Analysis

S. No	Objective	Specifications	Content Unit	Type of questions†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1.	Understanding	Identifies relationship	Revenue reforms	O	1	1	A	
2.	Understanding	Identifies relationship	Administrative reforms	O	1	1	B	
3.	Application	Analyses	Controversy	O	1	1	A	
4.	Understanding	Discriminates	Controversy	O	1	1	B	
5.	Understanding	Identifies relationship	Social reform	VSA	1	1	B	
6.	Understanding	Infers	Social reform	VSA	1	1	B	
7.	Knowledge	Recalls	Revenue reforms	VSA	1	1	C	
8.	Understanding	Interprets	Controversy	VSA	1	1	B	
9.	Knowledge	Recalls	Social reform	SA	2	3	C	
10.	Application	Infers	Social reform	SA	2	3	A	
11.	Application	Analyses	Revenue reforms	SA	2	3	B	
12.	Understanding	Identifies relationship	Administrative reforms	SA	2	3	B	
13.	Knowledge	Recalls	Administrative reforms	SA	2	3	C	
14.	Knowledge	Recalls	Controversy	SA	2	3	C	
15.	Knowledge	Recalls	Revenue reforms	E	5	12	C	

†E Essay
 SA Short Answer
 VSA Very Short Answer
 O Objective

*A Difficult
 B Average
 C Easy

Unit 20 : Lord Wellesley
Maximum Marks : 25

Class : X
Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1 Wellesley and his subsidiary alliance	5(1)			1(1)		2(1)									8
2. Wellesley and his wars		2(1)		2(2)		2(1)				2(1)				1(1)	9
3. Contributions and estimate		2(1)		2(2)				3(3)						1(1)	8
Sub-Total	5	4		5		4		3		2		2			25
Total	14				7				4						25

Notes: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. 1	Marks : 5
Short Answer (SA)	No. 5	Marks : 10
Very Short Answer (VSA)	No. —	Marks : —
Objective (O)	No. 10	Marks : 10

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

Lord Wellesley

Max. Marks : 25

Class : X

Time : 40 mts.

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it.
 - III. In each of the questions 1 to 10 four alternative A, B, C, and D are given out of which one is correct or the best. To answer these write the letter indicating the serial letter of the correct response along with the number of the question.
 - IV. Answers to questions 11 to 15 may be limited to 40 to 50 words each and to question 16 to 150 words.
 - V. Answers have to be written on the answer book provided.
-
1. Who of the following entered first into the Subsidiary Alliance with the British ? 1
 - A. Peshwa Baji Rao
 - B. Scindia of Gwalior
 - C. The Nawab of Oudh
 - D. The Nizam of Hyderabad.
 2. Which one of the following was not enjoined upon the native rulers under the Subsidiary Alliance of Lord Wellesley ? 1
 - A. Subordination in external policy and foreign relations to British Government
 - B. Maintenance and payment of a contingent of Company troops
 - C. Maintenance of peace and prosperity in the State
 - D. Maintenance of friendly relations with the Company.
 3. "Henceforward the company had either to control the greatest Indian power or was committed to hostilities with it". After which one of the following treaties with the above trend of affairs emerged in the Indian History during the period of Lord Wellesley ?
 - A. The Treaty of Deogaon
 - B. The Treaty with Mysore
 - C. The Treaty of Surjit Ajrangaon
 - D. The Treaty of Bassein.

4. The main cause of Wellesley's high-handed behaviour with the Nawab of Oudh was the 1
 - A. Bad administration in the State
 - B. State's weakness as a buffer state
 - C. Nawab's failure to pay Company's dues
 - D. Nawab's desire of severing relation with the Company.
5. Lord Wellesley wanted to establish a college in Calcutta namely in order to 1
 - A. spread English education in India
 - B. train the young servants of the Company
 - C. teach the missionaries the religious conditions of India
 - D. educate the British children residing in India.
6. Lord Wellesley was criticised by the Directors of the Company mainly because he 1
 - A. built a great fortune for himself during his stay in India
 - B. ruthlessly overruled the right of the native rulers
 - C. adopted a contemptuous behavior towards the Directors
 - D. indulged in costly wars in India.
7. As regards the policies with the native rulers Lord Wellesley can best be compared with 1
 - A. Cornwallis
 - B. Warren Hastings
 - C. John Shore
 - D. None of the above.
8. Lord Wellesley abandoned the policy of non-intervention and adopted a forward policy in India mainly because of his
 - A. faith in the ideology of imperialism
 - B. desire to crush the French power in India
 - C. greed to collect money from the native rulers
 - D. plan to open new avenues for the Company's trade.
9. The main reason of Lord Wellesley's failure towards the end of his tenure in India was his 1
 - A. over ambitious nature
 - B. habit of taking unnecessary risk
 - C. arrogant behavior with his colleagues
 - D. greed for money.
10. Taking into account the views of Lord Wellesley, it can be said that he would have very much disliked the British decision about 1
 - A. developing agriculture and industry
 - B. granting freedom to Indian people
 - C. introduction of social reforms
 - D. opening of universities in India
11. Mention two effects of the Subsidiary Alliance on Indian States. 2
12. Mention two events which led to the Second Maratha War. 2
13. Which two virtues single out Tipu Sultan from many of his native contemporary Indian rulers ? 2
14. Give two examples to show that quarrels among Maratha chiefs were responsible for the defeat of the Marathas at the hands of the British. 2
15. What two major events led to the recall of Lord Wellesley to England by the Home authorities ? 2
16. With what two major objectives had Lord Wellesley come to India ? Describe the measures he adopted for achieving these objectives ? 5

Scoring Key and Marking Scheme

Q No.	1	2	3	4	5	6	7	8	9	10
Key	D	D	C	D	B	C	B	C	C	D

S No	Expected outline answer	Marks allotted to each point	Total Marks
11	a. The rulers lost their independence. Free from worries they indulged in luxurious life.	1	
	b. The rulers could not present strong opposition to the British forces.	1	2
12	a. Peshwa accepted Subsidiary Alliance by the treaty of Bassien	1	
	b. Scindia and Bhonsle opposed the treaty and raised a huge army to fight the Britishers.	1	2
13.	a. Love for freedom and patriotism.	1	
	b. Preference to death over surrender to his enemies	1	2
	OR any other relevant point.		
14.	a. Defeated by Holker, Peshwa accepted Subsidiary Alliance.	1	
	b. When Scindia and Bhonsle took arms against the British, Holkar remained neutral.	1	2
	OR any other relevant point		
15	Colonel Monson's defeat at the hands of Holker	2	2
16	Major objective. To establish British Paramountcy in India.	1	
	<i>Measures.</i>		
	a. Persuaded and even forced native rulers to enter into the Subsidiary Alliance—Native rulers lost their independence. Rulers like Nizam, Peshwa, Oudh, Tanjor, Scindia, Bhonsle, etc. were either persuaded or forced to enter. The system also helped in removing away the influence of French from the native country.	2	
	b. Indulged into wars, Tipu was crushed. Powerful Marathas like Scindia, Bhonsle and Holkar were defeated and were forced to enter Subsidiary Alliance.	2	5

Question-wise Analysis

Sl. No.	Objective	Specification	Content Unit	Type of Questions	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1.	Knowledge	Recalls	Subsidiary Alliance	O	1	1	C	
2.	Knowledge	Detects error	Wars	O	1	1	C	
3.	Application	Collects relevant data	Wars	O	1	1	A	
4.	Knowledge	Recognises	Wars	O	1	1	C	
5.	Knowledge	Recognises	Contribution and Estimate	O	1	1	C	
6.	Knowledge	Recalls	Contribution and Estimate	O	1	1	C	
7.	Understanding	Compares	Contribution and Estimate	O	1	1	B	
8.	Understanding	Identifies relationship	Contribution and Estimate	O	1	1	B	
9.	Understanding	Identifies relationship	Contribution and Estimate	O	1	1	B	
10.	Application	Establishes hypothesis	Contribution and Estimate	O	1	1	A	
11.	Understanding	Cause and Effect relationship	Subsidiary Alliance	SA	2	4	B	
12.	Knowledge	Recalls	Wars	SA	2	4	C	
13.	Understanding	Compares	Wars	SA	2	4	B	
14.	Application	Gives evidence	Wars	SA	2	4	A	
15.	Knowledge	Recalls	Contribution and Estimate	SA	2	4	C	
16.	Knowledge	Recalls	Subsidiary Alliance	E	5	10	C	

TE Essay
SA Short Answer
VSA Very Short Answer
O Objective

**A* Difficult
B Average
C Easy

C. EUROPE AND AMERICAS

Unit 21 : Feudalism in Western Europe
Maximum Marks : 30

Class : IX, X
Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1. Meaning of Feudalism				1(1)				1(1)							2
2. Feudal classes		2(1)				4(2)				2(1)					8
3. Life in a Feudal manor		2(1)				4(2)				2(1)					8
4. Merits of Feudalism										2(1)					2
5. Demerits of Feudalism								7(7)							7
6. Factors responsible for the decline of Feudalism				1(1)		2(1)									3
Sub-Total		4		2		10		8		6					30
Total		6				18				6					30

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. —	Marks : —
Short Answer (SA)	No. 10	Marks : 20
Very Short Answer (VSA)	No. —	Marks : —
Objective (O)	No. 10	Marks : 10
		30

Scheme of Options:

Nil

Scheme of Sections :

Nil

UNIT TEST

Feudalism in Western Europe

Max Marks : 30

Class : IX

Time : 40 Minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
- II. Marks carried by each question are indicated against it.
- III. In each of the questions 1 to 3 four alternatives A, B, C and D are given, out of which one is correct or the best. To answer these write the letter indicating the serial letter of the correct response along with the number of the question
- IV. Answers to questions 11 to 20 may be limited to 50 words each.
- V. Answers have to be written on the answer book provided.

1. Who of the following was the supreme owner of the land in the European feudal society ?
 - A. Duke
 - B. King
 - C. Earl
 - D. Baron.

1

2. The main source of power in the feudal society was
 - A. money
 - B. law
 - C. land
 - D. military strength.
3. The decline of feudalism was hastened by
 - A. destruction of rural industries
 - B. revival of trade and commerce
 - C. abolition of Feudal dues
 - D. improvements in agriculture

1

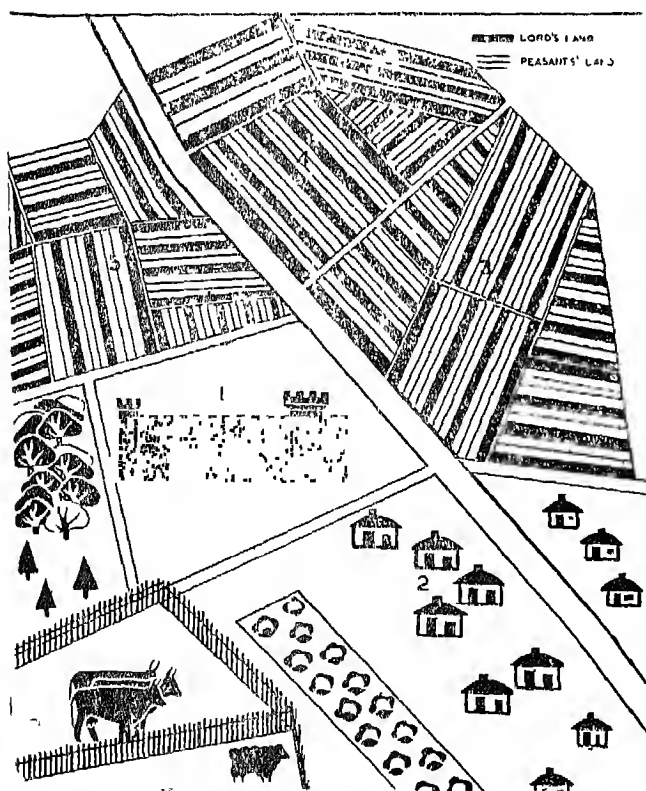
1

Below are given some demerits of the feudal system Write in questions 4 to 10 :

- A. against those related to the possession of land on conditions of service.
- B. against those related to supreme authority of the feudal lord in his fief.
- C. against those related to rigid class system.

4. Vertical change in the status of a person was not possible under feudalism. 1
5. Serfs were tied to the land and could not leave it ; if they did and were caught, they were severely punished. 1
6. Nobles could fine, whip or even hang a serf for any crime 1
7. Feudalism was a great hinderance in the way of a strong and united national life. 1
8. Kings found it very difficult to keep their nobles in check. 1
9. Serfs had to do forced labour for their lords and pay them many feudal dues. 1
10. It was impossible for an ordinary peasant to show initiative and enterprise. 1

With the help of the sample sketch of a feudal manor given below, answer the questions 11 to 14.

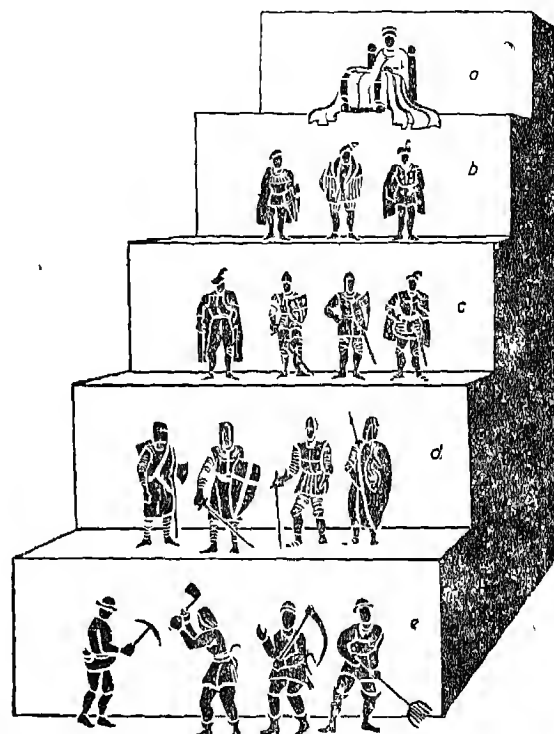


11. Why has the lord's land been shown inter-spersed with the peasant's land ? 2
12. What inference can you draw regarding the rotation or non-rotation of crops by the farmers ? Support your answer with arguments. 2

13. What explanation would you give regarding the variations in the size of the huts of the peasants ? 2

14. What part of the manor could be used in common by both the lord and his peasants ? 2

With the help of the sample sketch of feudal classes given below answer the questions 15 to 18.



15. Why have the feudal classes been shown in a descending order ? 2
16. The King, the Dukes and the Earls have been shown with nothing in their hands. Why ? 2
17. It is said that a medieval knight was like a living fortress. Give reasons to support the statement. 2
18. What conclusion can you draw regarding the tasks performed by the peasants in a feudal society ? Support your reference with arguments. 2
19. It is said that feudalism served the needs of the time in which it grew. State two reasons 2
20. Give two reasons to prove that crusades helped in undermining feudalism. 2

Scoring Key and Marking Scheme

Q. No.	1	2	3	4	5	6	7	8	9	10
Key	B	C	B	C	A	B	C	B	A	C

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
11.	To enable the peasants, when they were working in their own fields to work in the fields of their lords as well.	2	2
12.	The diversion of land into winter field, spring field and fallow land shows that the farmers did not do rotation of crops, instead they practised two-crop system.	2	2
13	The peasants were divided into 3 categories viz. freemen, villians and serfs. The sizes of their huts corresponded to their status in society.	2	2
14.	Both the feudal lord and his peasants used the manor forest to get firewood and the manor pasture for grazing their cattle.	1	2
15.	In the feudal society the king was on the top. Nobles who got lands from him were his vassals. Below them were the barons. The knights formed the lowest category of feudal lords.		

Peasants who got lands from feudal lords were at the bottom.

OR

Category of Hierarchy	Got land from	Were Vassals of
King	Inheritance	None
Dukes and Earls	King	King
Barons	Dukes and Earls	Dukes and Earls
Knights	Feudal Lords	Feudal Lords
Peasant	Feudal Lords	Feudal Lords

2

2

Q No	Expected outline answer	Marks allotted to each point	Total Marks
16	The king, the dukes and the earls did not do any work for their living. They lived on and wastefully consumed the wealth produced by the peasants and artisans.	2	2
17	A fortress is usually protected by high stone walls and with a moat round them, towers, sturdy gates etc. for defence against the enemy. Similarly a medieval knight protected his body with heavy plate armour, helmets etc. against his enemy in a battle.	2	2
18	The sketch shows the peasants having a variety of implements to imply that they not only worked in the fields, but had also to perform other tasks such as cutting fuel wood for the lord, constructing roads etc.	2	2
19.	a. The collapse of Roman Empire in Western Europe led to the disappearance of a strong central government which could maintain law and order.	1	2
	b. Feudal Lords by bringing measures of orderliness, safety and security in their fields served the most urgent need of the time.	1	
20.	a. Thousands of nobles mortgaged or sold their lands in order to raise money for crusades and thus lost their influence.	1	2
	b. Thousands of them died in the crusades. If they died without heirs, their estates went back to the crown, thus making kings stronger.	1	

Question-wise Analysis

S. No.	Objective	Specification	Content Unit	Type of Questions†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1.	Knowledge	Recalls	Meaning of feudalism	O	1	1	C	
2.	Understanding	Discriminates	Meaning of feudalism	O	1	1	B	
3.	Knowledge	Recalls	Factors responsible for the decline of feudalism	O	1	1	C	
4.	Understanding	Identifies relationship	Demerits of feudalism	O	1	1	B	
5.	Understanding	Identifies relationship	Demerits of feudalism	O	1	1	B	
6.	Understanding	Identifies relationship	Demerits of feudalism	O	1	1	B	
7.	Understanding	Identifies relationship	Demerits of feudalism	O	1	1	B	
8.	Understanding	Identifies relationship	Demerits of feudalism	O	1	1	B	
9.	Understanding	Identifies relationship	Demerits of feudalism	O	1	1	B	
10.	Understanding	Identifies relationship	Demerits of feudalism	O	1	1	B	
11.	Understanding	Identifies relationship	Life in a feudal manor	SA	2	3	B	
12.	Application	Analyses the problem	Life in a feudal manor	SA	2	3	A	
13.	Understanding	Identifies relationship	Life in a feudal manor	SA	2	3	B	
14.	Knowledge	Recalls	Life in a feudal manor	SA	2	3	C	
15.	Understanding	Puts forward reasons	Feudal classes	SA	2	3	B	
16.	Understanding	Puts forward reasons	Feudal classes	SA	2	3	B	
17.	Application	Interprets	Feudal classes	SA	2	3	A	
18.	Knowledge	Recognises	Feudal classes	SA	2	3	C	
19.	Application	Analyses	Merits of feudalism	SA	2	3	A	
20.	Understanding	Puts forward reasons	Decline of feudalism	SA	2	3	B	

†E Essay
 SA Short Answer
 VSA Very Short Answer
 O Objective

*A Difficult
 B Average
 C Easy

Unit 22 : Renaissance and Reformation
in Europe
Maximum Marks : 25

Class : IX
Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	Total
1. Cause and events of Renaissance						2(1)		3(3)							5
2. Effects of Renaissance								6(6)		4(2)	1(1)				11
3. Reformation as a part of Renaissance						2(1)									2
4. Causes of Reformation		2(1)						3(1)							5
5. Effects of Reformation		2(1)													2
Sub-Total		4				4		12		4	1				25
Total		4				16				5					25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary

Essay (E)	No. —	Marks : —
Short Answer (SA)	No. 6	Marks : 12
Very Short Answer (VSA)	No. 1	Marks : 1
Objective (O)	No. 10	Marks : 12

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

Renaissance and Reformation in Europe

Max. Marks : 25

Class : IX

Time : 40 Minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
- II. Marks carried by each questions are indicated against it.
- III. Answers to questions 12 to 17 may be limited to 50 words each.
- IV. Answers have to be written on the answer book provided.
- V. Instructions to questions 1 to 11 are given along-with each question.

Below are given some characteristics of art and literature of different periods of the evolution of human civilisation. Write against each :

'R' if it relates to the Renaissance period.

'M' if it relates to the Middle ages

'E' if it relates to Early civilisation.

1. To depict the struggle between good and evil 1
2. To convey moods and suggest ideas through forms. 1

3. To give expression to the ideals of beauty and courage 1
4. To understand the affairs of man in his earthly life, not life after death. 1
5. To give emphasis to theology and philosophy in education. 1
6. To give an intense human interpretation to religious themes 1

Below are given some after effects of the events of the Renaissance period. Write against each :

'G' if it relates to the use of Gun powder.

'P' if it relates to the establishment of Printing Press.

'M' if it relates to the invention of the Mariner's Compass

7. Writers like Dante became popular and influenced the thinking of the people. 1

8. World shrank in size and world-wide trade flourished. 1
9. The kings ceased to depend on feudal knights and castles for defence. 1
10. Martin Luther, John Wycliffe and Henry VIII protested against the authority of the Pope. Below are given probable reasons for their protest. Select the real and correct cause of the protest of each one of the persons mentioned above and write its letter against the name of the person concerned
- A. The protest was against the luxurious living of the Pope
- B. He wanted to become the Pope himself.
- C. He protested against the sale of the letters of indulgence
- D. He wanted to become famous by opposing the highest authority in the Christian world.
- E. The King of his country inspired him to do so
- F. The Pope did not allow him to act according to his own wishes. 3
- Read the following passage carefully and answer the questions 11 to 13 given below :
- “With the beginning of 15th century the sleeping dwarf of Europe shook its body and woke up, with the passage of time, say in 300 years, learning grew, books circulated, modern science born, sea routes discovered, guns roared, religion reformed and this spirit and process made Europe the master of the world ”
11. What is the name given to ‘this spirit and process’ ? 1
12. What were the effects of the ‘roaring guns’ on the world ? 2
13. Mention two scientific inventions of the period along with their utility 2
14. How can the conquest of Constantinople by the Turks be considered responsible for the discovery of America ? State with reasons. 2
15. How did the Renaissance attitude contribute to the protestant Reformation in Europe ? 2
16. Name any two of the new Christian sects which came into being after a break with the Church of Rome. 2
17. State any four practices of the Roman Catholic church which led to the ‘Protestant Reformation’ in Europe. 2

Scoring Key and Marking Scheme

Q No.	1	2	3	4	5	6	7	8	9
Answer	M	E	E	R	M	R	P	M	G

Q No.	Expected outline answer	Marks allotted to each point	Total Marks
10.	Martin Luther — C	1	
	John Wycliffe — A	1	
	Henry VIII — F	1	3
11.	Renaissance	1	1
12.	With the help of improved weapons i.e. using gun powder, European countries conquered almost the whole of Africa and Asia and for some time the two Americas and thus established their world-wide empires.	2	2
13.	i. <i>Compass</i> It was used by explorers in their voyages of discovery. It helped in the discovery of new lands and new sea routes.		
	ii. <i>Gun powder</i> It enabled kings to destroy the power of their feudal lords and thus made themselves all powerful in their kingdoms. It also helped European countries to conquer colonies in Asia and Africa.		
	iii. <i>Printing Press</i> It has encouraged interest in the writing of books and in reading. It made books cheaper and available to more people. It also helped reformation and in spreading the knowledge of old Greek and Roman literature.		

Q No	Expected outline answer	Marks allotted to each point	Total Marks
iv.	<i>Telescope</i> Galileo's telescope confirmed the findings of Copernicus, who said that the earth revolved round the sun.	(one mark each for any two)	5
14.	The trade between Europe and Asiatic countries was carried by the land route which passed through Constantinople. After its capture in 1453 by the Turks, this route was closed for Europeans. Hence a search for sea routes for trade with Eastern countries started, which led to the discovery of America	2	2
15.	Renaissance had developed the spirit of enquiry and critical thinking among people. Hence people familiar with the Church began to question and criticise these practices of the Church which they regarded objectionable. Their protests against such practices led to the Reformation movement.	2	2
16	a. Protestant Lutheran church in Germany, Denmark, Norway and Sweden. b. Calvinist in Switzerland c. Puritans and Presbyterians in England and Scotland d. Huguenots in France. e. Anglican church in England.	(one mark each for any two)	2
17.	a. Fabulous wealth with the church. b. Luxurious life of the Pope and higher clergy. c. Conduct of the clergy was not in conformity with the rules of the church. d. Sale of Indulgences. e. Acceptance of bribes for freeing church members from certain rules of the church. f. Churches were a great financial burden on the people and the States,	(half mark each for any four)	2

Question-wise Analysis

S. No.	Objective	Specifications	Content Unit	Type of Questions†	Marks allotted	Estimated time for answering in minutes	Estimated difficulty level*	Remarks
1.	Understanding	Classifies	Effects of Renaissance	O	1	1	B	
2.	Understanding	Classifies	Effects of Renaissance	O	1	1	B	
3.	Understanding	Classifies	Effects of Renaissance	O	1	1	B	
4.	Understanding	Classifies	Effects of Renaissance	O	1	1	B	
5.	Understanding	Classifies	Effects of Renaissance	O	1	1	B	
6.	Understanding	Classifies	Effects of Renaissance	O	1	1	B	
7.	Understanding	Identifies relationship	Causes and events of Renaissance	O	1	1	B	
8.	Understanding	Identifies relationship	Causes and events of Renaissance	O	1	1	B	
9.	Understanding	Identifies relationship	Causes and events of Renaissance	O	1	1	B	
10.	Understanding	Identifies relationship	Causes of Reformation	O	3	3	B	
11.	Application	Selects	Effects of Renaissance	VSA	1	1	A	
12.	Application	Selects	Effects of Renaissance	SA	2	3	A	
13.	Application	Selects	Effects of Renaissance	SA	2	3	A	
14.	Understanding	Cause and effect relationship	Causes and events of Renaissance	SA	2	3	B	
15.	Understanding	Cause and effect relationship	Reformation as a part of Renaissance	SA	2	3	B	
16.	Knowledge	Recalls	Effects of Reformation	SA	2	3	C	
17.	Knowledge	Recognises	Causes of Reformation	SA	2	3	C	

†E Essay
VSA Very Short Answer
SA Short Answer
Q Objective

*A Difficult
B Average
C Easy

Unit 23 : The War of American Independence
Maximum Marks : 25

Class : X
Time : 40 minutes

BLUEPRINT

Objective		Knowledge				Understanding				Application				Skill		Total
Content Unit	Form of Question	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1. Causes and effects of the war						1(1)	2(1)		8(8)							16
2. Events of the war			2(1)												3(1)	5
3. Contribution of George Washington											4(2)					4
Sub-Total			2			6	2		8		4				3	25
Total			2				16				4				3	25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks
* Denotes that marks have been combined to form one question.

Summary

Essay (E)
Short Answer (SA)
Very Short Answer (VSA)
Objective (O)

No. 1
No. 5
No. —
No. 8

Marks : 6
Marks : 11
Marks : —
Marks : 8

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

The War of American Independence

Max. Marks : 25

Class : X

Time : 40 minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
- II. Marks carried by each question are indicated against it.
- III. Answers to questions 9 to 12 may be limited to 50 words each and to that of question 13 to 200 words.
- IV. Answer have to be written on the answer book provided

Below are given statements, some of which are causes, some the effects of the War of American Independence and some are irrelevant Writ 'C' against causes, 'E' against effects and 'I' against irrelevant statements

1 The British Government had incurred heavy expenses during the Seven Years War.

1

2 The British Government imposed the Stamp Act on the people of the Colony.

1

3. The Pilgrims Fathers left their mother land in May-flower.

1

4. The American States united and accepted a common constitution

1

5. The Americans could not start new industries in their own country

1

6. The English people were great navigators.

1

7. The American people were forced to export and import goods through English ships

1

8. Growth of democracy became rapid in many European countries.

1

9. What were the causes that led the people to the "Boston Tea Party" incident ?

2

10. How did George Washington try to bring about a peaceful solution of the conflict between the American States and the British Government ?

2

- | | | | | | |
|----|--|---|-----|--|---|
| 11 | Mention two chief characteristics of the American Constitution which are similar to those of the Indian constitution ? | 2 | 13. | Why did the people of America oppose :
(a) The Stamp Act, (b) The Navigation Act and (c) The Trade Laws ? | 6 |
| 12 | Mention any four main factors that brought the American people together though originally they belonged to different nationalities ? | 2 | 14. | Show the following on the given outline map of America
(i) New York (ii) Washin_ton (iii) Boston | 3 |

Scoring Key and Marking Scheme

Q. No.	1	2	3	4	5	6	7	8
Answer	I	C	I	E	C	I	C	E

Q No	Expected outline answer	Marks allotted to each point	Total Marks
9	The following causes led to 'Boston Tea Party' incident :		
a	The British Government levied taxes on tea, glass and paper. British Government did not pay any attention to their vehement opposition to these taxes.	1	
b	Some Americans attacked English ships carrying tea boxes to Boston and threw them into the ocean to express their opposition	1	2
10.	George Washington wanted to bring about the peaceful end to the struggle. So he drafted 'petition of peace' requesting the Government to come to compromise. He had convinced the people of colonies that war should be resorted to only if the petition of peace failed.	2	2
11.	We find in our constitution the following characteristics common with that of American constitution :		
a.	The president has large powers but limited by the constitution.		
b.	The president is elected after every five years.		
c.	The Parliament has powers to levy taxes and pass laws.		
d.	The supreme court is independent of the legislature and executive.		
e.	The citizens enjoy fundamental rights.		
f.	There is adult franchise. Women above twenty-one years of age have right to vote.	(any two)	2

Question wise Analysis

S. No.	Objective	Specifications	Content Unit	Type of questions†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1	Understanding	Compares and classifies	Causes and effects of the War	O	1	1	B	
2	Understanding	Compares and classifies	Causes and effects of the War	O	1	1	B	
3.	Understanding	Compares and classifies	Causes and effects of the War	O	1	1	B	
4.	Understanding	Compares and classifies	Causes and effects of the War	O	1	1	B	
5.	Understanding	Compares and classifies	Causes and effects of the War	O	1	1	B	
6.	Understanding	Compares and classifies	Causes and effects of the War	O	1	1	B	
7.	Understanding	Compares and classifies	Causes and effects of the War	O	1	1	B	
8.	Understanding	Compares and classifies	Causes and effects of the War	O	1	2	B	
9.	Understanding	Cause and effect	Causes and effects of the War	SA	2	4	B	
10.	Knowledge	Recalls	Contributions of George Washington	SA	2	4	B	
11.	Application	Draws inferences	Contributions of George Washington	SA	2	4	B	
12.	Application	Draws inferences	Contributions of George Washington	SA	2	4	B	
13.	Understanding	Establishes relationship	Causes and effects of the War	E	6	10	B	
14.	Skill	Locates	Causes	SA	3	6	A	

†E Essay
VSA Very Short Answer
SA Short Answer
O Objective

*A Difficult
B Average
C Easy

Unit 24 : The Industrial Revolution
Maximum Marks : 25

Class : X
Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1. Meaning of Industrial Revolution		2(1)													2
2. Causes						2(1)				2(1)					4
3. Inventions		2(1)				4(2)									6
4. Effects in England and Europe		2(1)				4(2)				2(1)					8
5. Effect on India					5(1)										5
Sub-Total		6			5	10				4					25
Total		6				15				4					25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question.

Summary

Essay (E)

No. 1

Marks : 5

Short Answer (SA)

No. 10

Marks : 20

Very Short Answer (VSA)

No. —

Marks : —

Objective (O)

No. —

Marks : —

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

The Industrial Revolution

Max. Marks : 25

Class : X

Time : 40 minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it.
 - III. Answers to questions 1 to 10 may be limited to 50 words each and to question 11 to 150 words.
 - IV. Answers have to be written on the answer book provided.
-
- | | | | |
|--|---|--|---|
| 1. What is meant by the term Industrial Revolution ? | 2 | 3. Why did the Industrial Revolution take place first in England and not in any other of the countries of Europe? Give two reasons | 2 |
| 2. Give two reasons to prove that the expansion of colonies helped in the growth of Industrial Revolution, | 2 | 4. Give the names of four persons who made valuable inventions in the textile industry. Mention their inventions also. | 2 |
| | | 5. How did the invention of steam engine accelerate the growth of Industrial Revolution? Explain with two examples. | 2 |
| | | 6. In which two ways did the Industrial Revolution effect the means of the communication ? | 2 |
| | | 7. In which two ways did the Industrial Revolution widen the economic gap between different classes in England ? | 2 |

- 8 What is a trade union and what led to the growth of the trade union movement in Europe ? 2 result of the Industrial Revolution was in fact revolutionised ? 2
- 9 In what two ways did the Industrial Revolution effect the political thinking of the English people ? 2 11 As a result of the influence of the Industrial Revolution in England, countries in Europe and the U.S.A. revolutionised their industries, but industries in India instead of being revolutionised, almost disappeared and she was reduced to a purely agricultural country. Give any two reasons for this phenomenon. 2
- 10 Explain with arguments why Agriculture in England instead of being destroyed as a

Scoring Key and Marking Scheme

Q. No.	Brief outline of the answer	Marks allotted to each point	Total Marks
1.	Industrial Revolution means the rapid changes that had been brought about by the use of machines in the method of production and transportation.	2	2
2.	a. Expansion of colonies provided safe and exclusive markets for British goods.	1	
	b. Expansion of colonies provided exclusive sources of enough raw materials for British Industries.	1	2
3.	The following conditions were there in England and not in any other European country.		
	a. Necessity to meet the demands of the growing population.		
	b. Favourable political conditions.		
	c. Spirit of enquiry and inquisitiveness.		
	d. Inventions and discoveries.		
	e. Natural resources in England.		
	f. Expanding colonies.	(Any two)	2
4.	Name of inventors		
	Kay — Fly shuttle	$\frac{1}{2}$	
	Hargreaves — Spinning Jenny	$\frac{1}{2}$	
	Arkwright — Water frame	$\frac{1}{2}$	
	Crompton — Mule	$\frac{1}{2}$	2
5.	a. Increased production of goods.	1	
	b. provided fast moving means of transport.	1	2
6.	a. F.B. Morse's telegraph revolutionised means of communication on land.	1	
	b. The laying of submarine cables facilitated the communication of news between different parts of the world.	1	2

Q. No	Brief outline of the answer	Marks allotted to each point	Total marks
7.	a. The destruction of cottage industries reduced the independent worker to the position of a factory worker	$\frac{1}{2}$	2
	b. The agricultural revolution worsened the position of agriculture workers.	$\frac{1}{2}$	
	c. Factory owners became richer and richer while the condition of the worker became miserable.	1	
8.	a. Organisation of factory workers	$\frac{1}{2}$	2
	b. Working and living together in the same worst condition led the factory workers to organise themselves into trade unions for the redress of their grievances.	$1\frac{1}{2}$	
9.	a. The common problems of factory workers led them to democratic and socialistic thinking creating a class of proleteriate.	1	2
	b. The large scale production in the factories created the need for markets or colonies. The need for more colonies led to imperialistic thinking.	1	
10.	Due to transfer of population from villages to cities there was a setback in agricultural products causing paucity of good stuffs. Need was felt to mechanise agriculture so as to increase good production which led to agricultural revolution	2	2
11.	a. Countries of Europe and the U.S.A. were independent and, therefore, could develop their industries but India was under the British rule and hence no development.	2	5
	b. Britishers wanted the monopoly of the Indian markets for their manufactured goods, hence, they did not allow industries to flourish.	1	
	c. Britishers wanted the raw materials for their industries from India, hence plantation of cotton, jute, rubber, indigo etc. was encouraged.	2	

Question-wise Analysis

S. No.	Objective	Specifications	Content Unit	Type of questions†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1.	Knowledge	Recalls	Meaning of Industrial Revolution	SA	2	3	C	
2.	Understanding	Identifies relationship	Causes	SA	2	3	B	
3.	Application	Identifies the problems	Causes	SA	2	3	A	
4.	Knowledge	Recalls	Inventions	SA	2	3	C	
5.	Understanding	Identifies relationship	Inventions	SA	2	3	B	
6.	Understanding	Identifies relationship	Inventions	SA	2	3	B	
7.	Understanding	Identifies relationship	Effects in England and Europe	SA	2	3	B	
8.	Knowledge	Recognises	Effects in England and Europe	VSA	2	3	C	
9.	Understanding	Identifies relationship	Effects in England and Europe	SA	2	3	A	
10.	Application	Analyses the problem	Effects in England and Europe	SA	2	3	B	
11.	Understanding	Identifies relationship	Effects on India	E	5	10	B	

†E Essay
VSA Very Short Answer
SA Short Answer
O Objective

*A Difficult
B Average
C Easy

Unit 25 : The French Revolution

Maximum Marks : 25

Class : X

Time : 40 minutes

BLUEPRINT

Objective Form of Question Content Unit	Knowledge				Understanding				Application				Skill		Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
1 Cause of the French Revolution		2(1)			5(1)	2(1)									9
2 Events of the French Revolution						6(3)									6
3. Wars of the French Revolution						4(2)									4
4. Effects of the French Revolution										6(3)					6
Sub-Total		2			5	12				6					
Total		2				17				6					25

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
 * Denotes that marks have been combined to form one question.

Summary

Essay (E)
 Short Answer (SA)
 Very Short Answer (VSA)
 Objective (O)

No. 1
 No. 10
 No. —
 No. —

Marks : 5
 Marks : 20
 Marks : —
 Marks : —

Scheme of Options : Nil

Scheme of Sections : Nil

UNIT TEST

The French Revolution

Max. Marks : 25

Class : X

Time : 40 minutes

GENERAL INSTRUCTIONS

- I. All questions are compulsory.
 - II. Marks carried by each question are indicated against it.
 - III. Answers to questions 1 to 10 may be limited to 50 words each and to question 11 to 150 words.
 - IV. Answers have to be written on the answer book provided.
- | | | | |
|--|---|---|---|
| 1. During French Revolution which of the four most important causes led the peasants and the poor revolt against the monarch ? | 2 | 5. How did the nationalism of some of the European countries overthrow Napoleon. | 2 |
| 2. What part did Rousseau and Voltaire play in kindling revolutionary ideas in France ? | 2 | 6. Why did the Jacobins oppose the Constitution of 1791 ? | 2 |
| 3. How did French Revolution help kindle the spirit of nationalism among the French people ? | 2 | 7. State any two political effects of the French Revolution which have exercised a great influence on the modern world | 2 |
| 4. How did French nationalism turn into French militarism ? | 2 | 8. In what manner did the aims of French Revolution differ from those of the Glorious Revolution of England (1688) ? | 2 |
| | | 9. Why did the church become an enemy of the French Revolution ? | 2 |
| | | 10. State the two rights conferred by the present Indian Constitution, the roots of which can be traced in the ideals of the French Revolution ? | 2 |
| | | 11. Compare the political and economic conditions prevalent in the American colonies and France prior to Revolutions of 1776 and 1789 in the respective countries | 5 |

Scoring Key and Marking Scheme

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
1.	The following causes were the most important.		
	a. The King spent the public money lavishly and hence levied heavy taxes.	$\frac{1}{2}$	
	b. The Lords and the bishops enjoyed all the favours and high posts. They did not pay taxes.	$\frac{1}{2}$	2
	c. The poor and the peasants had to work in the fields of the lords as slaves and were, therefore, becoming poorer and hunger-stricken day by day.	$\frac{1}{2}$	
	d. The writings of Voltaire and Rousseau awakened the people.	$\frac{1}{2}$	
2.	Rousseau and Voltaire wrote articles attacking the Government and the church. They roused the national feelings of the people.	2	2
3.	The National Assembly began to remake France by declaring equal rights for all and abolishing all the special privileges of the Lords and the bishops. The writings of Rousseau and Voltaire touched the hearts of the people and prepared them for the national unity.	2	2
4.	The people of France united for the national uplift. They joined the military services of the nation and thus drove away the old hired soldiers of the foreign countries. The feelings of the patriotic duty and pride strengthened the spirit of national pride and loyalty. The people of France gave their services for the cause of the nation.	2	2
5.	The nationalism of some of the European countries overthrew Napoleon as they disliked being ruled by the French. They also feared the supremacy of France in army. Napoleon, in a very short span of time extended the boundaries of France and defeated some of the European countries.	2	2

Q No	Expected outline answer	Marks allotted to each point	Total Marks
6.	The Jacobins were against :		
	a. the monarchy.	$\frac{1}{2}$	
	b. the property qualifications for voting.	$\frac{1}{2}$	
	c. the control of government by the bourgeoisie	$\frac{1}{2}$	
	d. they thought it did not remedy the real troubles of France	$\frac{1}{2}$	2
7.	a. Rise of the ideas of democracy	1	
	b. Rise of Nationalism.	1	2
8	The Glorious Revolution was primarily directed against the despotic monarchy while the French Revolution aimed primarily at the abolition of social inequality.	2	2
9.	The Church became the enemy of the French Revolution because :		
	a. the National Assembly confiscated church property.	1	
	b. it took the control of the church away from the Pope.	1	2
10.	a. Right to equality.	1	
	b. Political freedom.	1	2
11.	Political conditions		
	America was British Colony. Laws to govern the Americans were enacted by the British Parliament. Americans had no representation in the parliament. France had a monarchy. There also people were deprived of the political rights. The Estates General existed but its meeting was not held since 1613.	$2\frac{1}{2}$	
	Economic conditions		
	All the trade in America was regulated by the British Govt. Americans could not get the desired return of their products. France was economically bankrupt due to inefficient administration, lavish expenditure by the rulers, indulgence in Seven Years War and defective land system.	$2\frac{1}{2}$	5

Question-wise Analysis

Sl. No.	Objective	Specification	Content Unit	Type of Questions	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
1.	Understanding	Discriminates	Causes	SA	2	3	B	
2.	Knowledge	Recognises	Causes	SA	2	3	C	
3.	Understanding	Illustrates	Events	SA	2	3	B	
4.	Understanding	Illustrates	Wars	SA	2	3	B	
5.	Understanding	Illustrates	Wars	SA	2	3	B	
6.	Understanding	Cause and effect relationship	Events	SA	2	3	B	
7.	Application	Evaluates	Effects	SA	2	3	A	
8.	Application	Evaluates	Effects of the French Revolution	SA	2	3	A	
9.	Understanding	Cause and effect relationship	Events of the French Revolution	SA	2	3	B	
10.	Application	Evaluates	Events of the French Revolution	SA	2	3	A	
11.	Understanding	Compares	Cause of the Revolution	E	5	10	B	

†E Essay
SA Short Answer
VSA Very Short Answer
Q Objective

***A** Difficult
B Average
C Easy

Unit 26 : The First World War
Maximum Marks : 30

Class : X
Time : 40 minutes

BLUEPRINT

Objective		Knowledge				Understanding				Application				Skill		Total
Form of Question	Content Unit	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
	1. Long term and immediate causes					6(1)			2(2)							8
	2. Mutual rivalries among the nations								1(1)						3(1)	4
	3. Course and events of the War		2(1)						5(5) 2(2)		2(1)					11
	4. Economic and Social consequences of the War								2(2)							2
	5. Peace efforts and the league of Nations				1(1)				2(2)		2(1)					5
Sub-Total			2		1	6			14		4				3	30
Total			3					20			4				3	30

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

* Denotes that marks have been combined to form one question.

Summary

Essay (E)
Short Answer (SA)
Very Short Answer (VSA)
Objective (O)

No. 1
No. 4
No. —
No. 15

Marks :
Marks :
Marks : —
Marks : 15

Scheme of Options:

Nil

Scheme of Sections :

Nil

UNIT TEST

The First World War

Max Marks : 30

Class : X

Time : 40 Minutes

GENERAL INSTRUCTIONS

- I All questions are compulsory.
 - II. Marks carried by each question are indicated against it
 - III In each of the questions 1 to 15 four alternatives A,B,C, and D are given out of which one is correct or the best. To answer these write the letter indicating the serial letter of the correct response along with the number of the question.
 - IV. Answer to questions 17 to 19 may be limited to 50 words each and to question 20 to 150 words.
 - V. Answers have to be written on the answer book provided.
1. The most potent cause of the First World War was
 - A. the German policy of Colonisation
 - B. the French desire to reoccupy her lost provinces
 - C. the Russian efforts to spread her sphere of influence
 - D. the intense nationalism of the European powers. 1
 2. One important factor which precipitated the First World War *most* was
 - A. tension between France and Germany
 - B. conflict between Australia, Hungary and Russia
 - C. naval rivalry between England and Germany
 - D. Russian mobilisation of forces. 1
 3. Some events relating to the First World War are given below
 - A. The Kiel mutiny
 - B. British entry in the War
 - C. Assassination of Archduke Ferdinand
 - D. Sinking of the British liner Lusitania.

Which of the following combinations of figures represents these events in their correct chronological order ?

- A. a b c d
- B. b a d c
- C. c a d b
- D. c b d a

1

4 England joined the First World War because

- A. Germany threatened French security
- B. Turkey joined the Central Powers
- C. Germany invaded Belgium
- D. Italy entered the War

1

5 to 9. Below are given some statements relating to the First World War. Write against them in the space provided :

- E. if it relates to England
- G. if it relates to Germany
- EG. if it relates to both England and Germany
- N. if it relates to neither of the two.

1

5

5. Possession of a strong navy had become the basis of defence in pre-War days.

1

6. At the beginning of the War a protectorate over Egypt had been set up.

1

7. The submarine Campaign had lead America to enter the War.

1

8. The foreign minister made three separate proposals for settling the quarrel peacefully.

1

9. When the War broke out, neutrality was declared

10. The most important event which changed the course of the First World War was

- A. Russian withdrawal
- B. Fall of Jerusalem
- C. American entry
- D. Break-up of Austria-Hungary.

1

11. Which one of the following is the most likely basis of Wilson's greatest popularity at the Paris Peace Conference ?

- A. His disinterestedness in sharing the spoils of the War
- B. Expectation of economic help from America
- C. American involvement in the War to bring it to a speedy end
- D. His insistence on the right of self-determination.

1

12. The League of Nations was established at

- A. Paris
- B. London
- C. Washington
- D. Geneva

1

13. Which one of the following was the primary object of the League of Nations ?

- A. Prevention of War
- B. Spread of democracy
- C. Promotion of international co-operation
- D. Mitigation of human misery.

14. Which one of the following was the most far-reaching social consequence of the First World War ?

- A. Resettlement of the War widows
- B. Problem of unmarried mothers
- C. Social rehabilitation of War Veterans
- D. Moral deterioration of society.

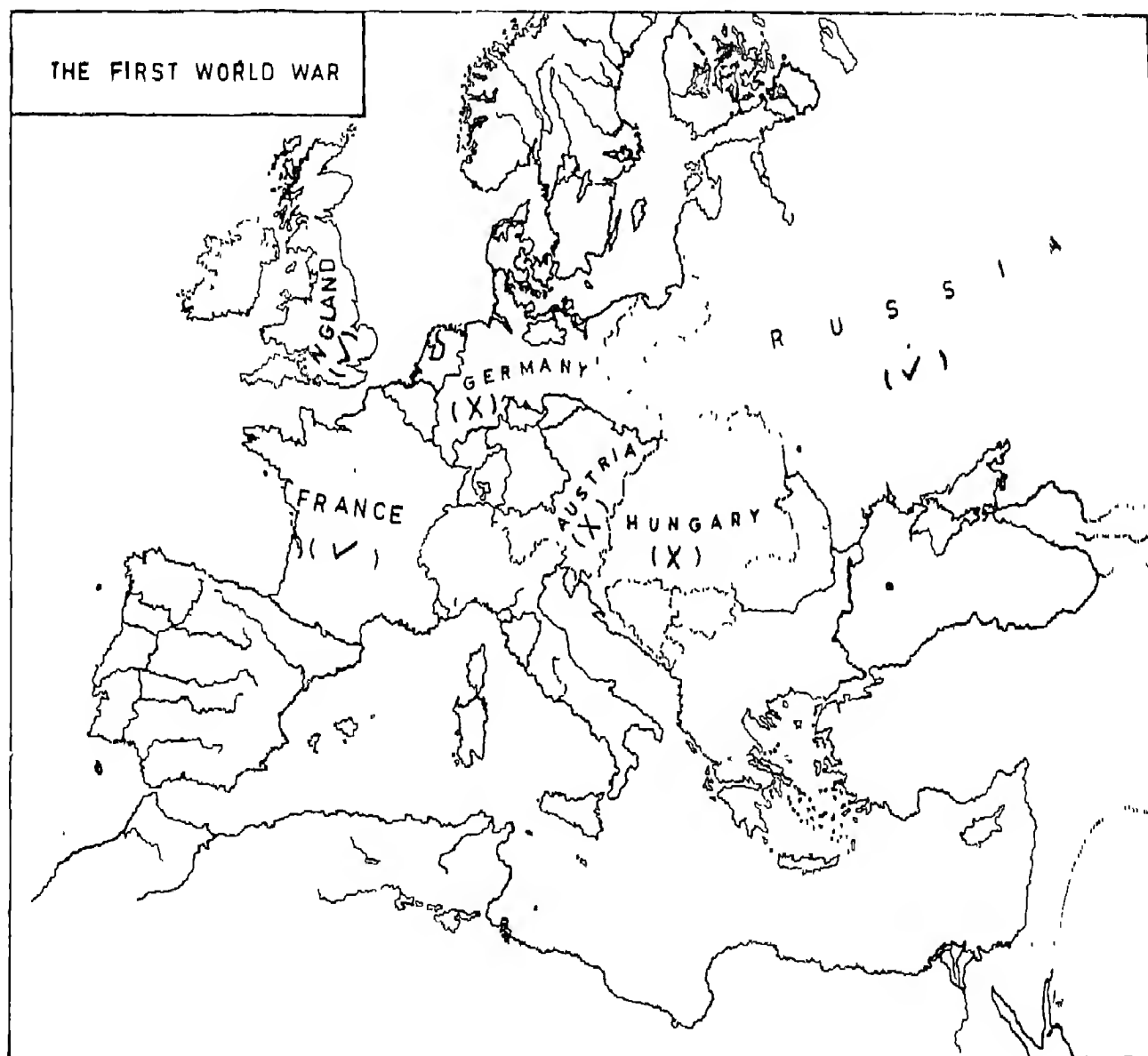
1

15. After the conclusion of the First World War, the World was affected most by

- A. large scale destruction of industries
- B. growing unemployment.
- C. unprecedented economic depression.
- D. rehabilitation of War refugees.

1

- 16 In the outline map of Europe, locate the main countries which constituted (i) 'The Allies' and (ii) 'The Central Powers' at the opening of the First World War. Put (✓) for the allies and (x) for the Central Powers in the relevant space in the map. 3
- 17 Mention any two reasons of America's entry in The First World War in 1917 and not in 1914. 2
18. Give two factors of Wilson's failure at the Paris Peace Conference. 2
- 19 Give the names of any two continents where the battles of the First World War were fought. Mention one important battle which was fought there. 2
20. Briefly explain any three basic causes which led to the First World War. 6



Scoring Key and Marking Scheme

Q No.	Expected outline answer	Marks allotted to each point	Total Marks
1.	D	1	1
2.	B	1	1
3.	D	1	1
4.	C	1	1
5.	(EG)	1	
6.	(E)	1	
7.	(G)	1	
8.	(E)	1	
9.	(N)	1	5
10.	C	1	1
11.	D	1	1
12.	D	1	1
13.	A	1	1
14.	D	1	1
15.	C	1	1
16.	The Allies Russia, France, England	The Central Powers Austria Hungary Germany (Each of these six countries carries $\frac{1}{2}$ marks each)	3
17.	The United States entered the War in 1917 and not in 1914 because :		
	a. The threats of the war were far away and America considered this war as an internal affair among European powers.	1	
	b. American bankers had loaned a very big amount of money to the Allied govern- ments		
	c. Germany started submarine warfare against merchant shipping in February 1917 and sank nearly 200 merchant vessels in which some Americans were also travelling.	1	2
	(Any two)		

Q. No.	Expected outline answer	Marks allotted to each point	Total Marks
18.	Any two of the following three reasons :		
	a. The virtual dictation of the Conference by the Great Britain, France, and The United States	1	
	b. The existence of Secret treaties between The Great Britain, France and Italy.	1	2
	c. Confusion and disunity in The United States.	1	2
	(Any two)		
19.	a. Europe (i) Battle of Marne (ii) Battle of Ypres (iii) Battle of Verdun (iv) Battle of Warsaw		
	b. Africa (i) Battle of Cameroons (ii) Battle of Togoland (iii) Battle of Taufa	1	
	c. Asia (i) Battle of Gaza (ii) Battle of Jerusalem (iii) Battle of Basra		
	(One mark for any two continents and one mark for a battle.)	1	2
20.	a. Nationalism : One of the mighty forces working towards War in Europe long before 1914 was nationalism. It had helped Italy and Germany not only to unify their kingdoms but to make them aware of their newly won strength. Such nationalistic feelings had, however, been suppressed in Austria-Hungary and the Balkans. The submerged nationalities seathed with resentment against their overlords and desired liberation from foreign rule. France wanted to regain her lost-provinces and the bitter memories of the conflict between France and Germany had led to armament race. In Italy, there was the problem of <i>Italia Irredenta</i> . Thus the spirit of nationalism had bred ill-will among European peoples.	2	

Q No.	Expected outline answer	Marks allotted to each point	Total Marks
b	<p>Economic Imperialism . The Industrial Revolution had given fillip to new imperialism. The struggle for new markets, the sources of raw materials and the places to invest surplus capital had led to new imperialism. Race for colonial possessions and efforts for the establishment of high protective tariffs were the other factors which had spurred imperialism resulting in the clash of ambitions and the growth of ill-feeling among the leading industrial countries</p>	2	
c.	<p>Secret diplomacy and alliances</p> <p>The cause of peace suffered further because the European powers had aligned themselves into two opposing groups. They formed partnership or alliances in the secret and hid their real strength from their enemies. Such alliances made governments bolder and more reckless in their diplomatic relations. A nation's only hope of security, therefore, seemed to be in an alliance with a powerful neighbour.</p>	2	
d.	<p>Militarism ;</p> <p>Militarism was another force which brought Europe nearer to War. "If you wish for peace prepare for War" was an idea generally held by European Statesmen. They felt that a country with huge armaments was secure against attack and could more easily have its way in disputes with its neighbours. Power politics became the fashion among the great powers. Greater stress on armaments led to a mad scramble which could only produce fear, suspicion and hatred among nations. In 1914 Europe had become a powder keg and it took only a spark to make it explode. That spark was provided by the assassination of Archduke Ferdinand and his wife.</p>	2	
	(Any three)		6

Question-wise Analysis

Objective	Specifications	Content Unit	Type of questions†	Marks allotted	Estimated time for answering (in minutes)	Estimated difficulty level*	Remarks
Understanding	Discriminates	Long term and immediate causes	O	1	1	B	
Understanding	Discriminates	Mutual rivalries among the nations	O	1	1	B	
Understanding	Arranges events	Course and events of the War	O	1	1	B	
Understanding	Identifies relationship	Causes	O	1	1	B	
Understanding	Classifies events	Course and events	O	5	5	B	
Understanding	Classifies events	Course and events	O	5	5	B	
Understanding	Classifies events	Course and events	O	5	5	B	
Understanding	Classifies events	Course and events	O	5	5	B	
Understanding	Classifies events	Course and events	O	5	5	B	
Understanding	Discriminates	Course and events	O	1	1	B	
Understanding	Discriminates	Peace efforts	O	1	1	B	
Knowledge	Recalls facts	Peace efforts	O	1	1	C	
Understanding	Discriminates	Peace efforts	O	1	1	B	
Understanding	Discriminates	Social and economic consequences of the War	O	1	1	B	
Understanding	Discriminates	Social and economic consequences of the War	O	1	1	B	
Skill	Shows information on the map	Mutual rivalries	SA	3	3	B	
Application	Advances arguments	Course and events	SA	2	2	A	
Application	Advances arguments	Peace efforts	SA	2	2	A	
Knowledge	Recalls events	Course and events	SA	2	2	C	
Understanding	Discriminates	Causes	E	6	15	B	

†E Essay
 SA Short Answer
 VSA Very Short Answer
 O Objective

*A Difficult
 B Average
 C Easy